

# Tutorial for parents

participating in the training carried out according to the recommendations developed as part of the project

**“Technology is everywhere. Where is the balance?”  
implemented under the Erasmus+ programme**

(short version)

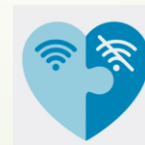
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Warsaw, September, 2023

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# Information and communication technologies (ICT)



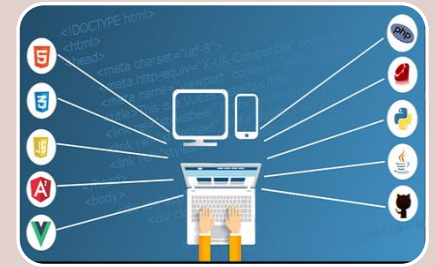
communication  
media, e.g.  
Internet,  
wireless  
networks,  
mobile  
telephony



systems,  
devices, e.g.  
computers,  
tablets,  
smartphones,  
consoles



tools (software)



services that  
process, collect  
and send  
information in  
electronic form



**The dynamic development of technology (ICT) makes family and school to counteract the effects that may affect primary school students abusing ICT, in particular computers, smartphones**



**Implementation of activities developed under the project allows for counteracting many risks related to ICT abuse among primary school students, including in particular**



**limited opportunities to develop social skills**



**deteriorating school performance**



**development of disorders in the area of mental and physical health**



**development of behavioral addictions**

# Who are the "digital natives"?



This is a generation that grows up on games and constant access to the Internet



They always have with them devices that allow constant access to the Internet and communication with the environment.



Without a smartphone and a computer, this generation feels lost and disoriented in the real world



It can be difficult for parents and teachers to see the moment when the use of ICT becomes a risky behavior or already an addiction

## Challenges related to the dynamic development of ICT

ICT present in the lives of today's primary school students is based on the mobile, fast and universal Internet, as well as on algorithms that personalize content reaching children and teenagers. These aspects have a strong impact on increasing the risk of ICT abuse and experiencing negative consequences related to it.

As humans, we have been in contact with the rapidly developing technology for a relatively short time and we do not fully know all the consequences of intensive use of ICT, especially when it comes to the youngest, who have been in contact with it practically from birth.

Abuse of ICT can affect not only the health and well-being of primary school students, but also may limit educational opportunities and, in the future, their professional development.

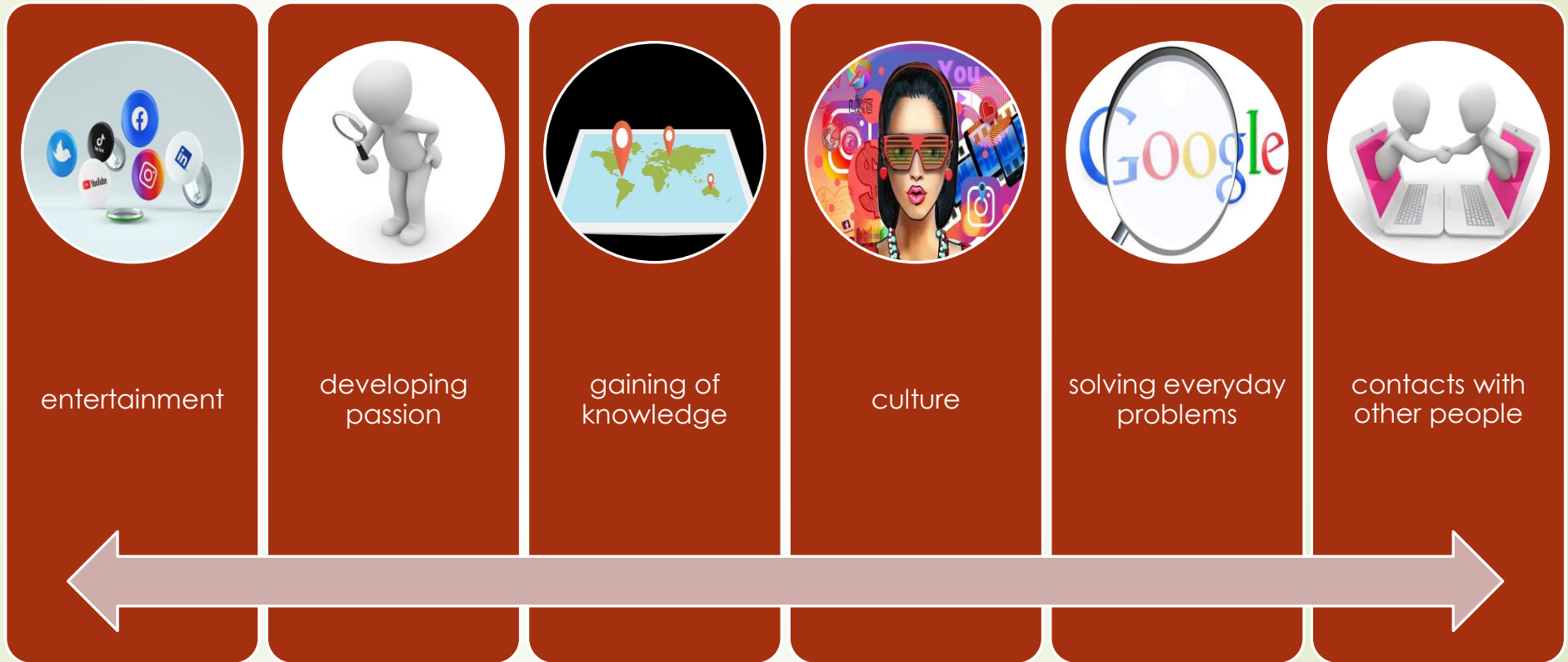
# Challenges related to the dynamic development of ICT

The dynamic development of ICT will constantly pose new challenges to us, but certainly actions to eliminate the already known adverse effects should start as soon as possible, because it is about the future of the youngest generation

We all live in a digital world which requires the use of ICT. We cannot disconnect completely because ICT also has many benefits. Therefore, appropriate attitudes regarding safe and sustainable use of ICT should be modeled. And it is better to do this by setting home and school rules aimed at sustainable use of ICT, than by applying absolute bans on the use of smartphones, computers or the Internet.

Limited opportunities to develop social and personal competences in real life may increase the risk of experiencing excessive stress, which may encourage children and adolescents to relieve it with the use of ICT, which causes a vicious circle and leads to abuse

# Thanks to ICT, children have access to a world where they can realize themselves in many areas

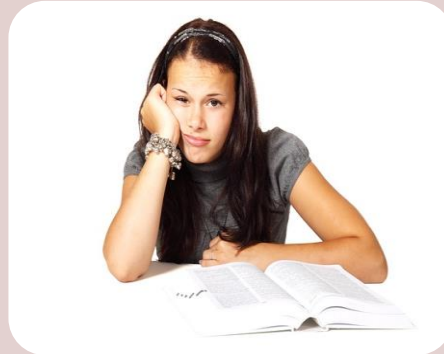




# Risks related to the abuse of ICT



deterioration of  
mental and  
physical health,  
including the  
development of  
addiction



deterioration of  
school  
performance



limiting the  
possibility of  
shaping social  
skills in real  
situations

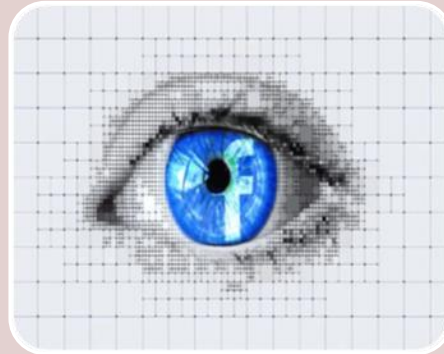


experiencing an  
excess of stimuli,  
overloading  
with excess  
content

## Risks related to the abuse of ICT



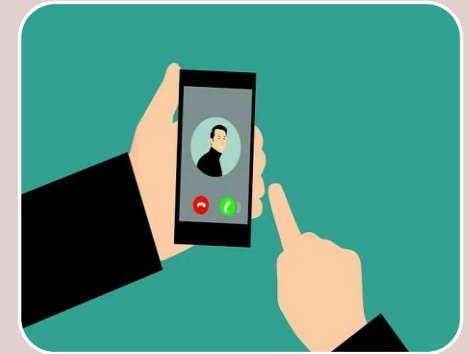
cyberbullying,  
cybercrime



access to  
materials  
containing  
content  
harmful to the  
child



inability to  
detect false  
content, the  
so-called fake  
news



making  
dangerous  
acquaintances

# What are the symptoms of ICT addiction?



**the child has more and more difficulties in controlling ICT-related behavior,**  
mainly the time spent in front of the screen, which is gradually increasing,



**the child has a need to increase the frequency of ICT use,**  
thus resigning from the current forms of spending free time, such as training, meeting friends, etc.



**if the use of ICT is interrupted or limited, the child cannot find an appropriate activity in real life,**  
then he becomes bored or agitated/aggressive or is in a depressed mood

# What are the symptoms of ICT addiction?



**the child repeats a behaviour despite the fact that it is unhealthy and dangerous for his mental, physical and social functioning,**

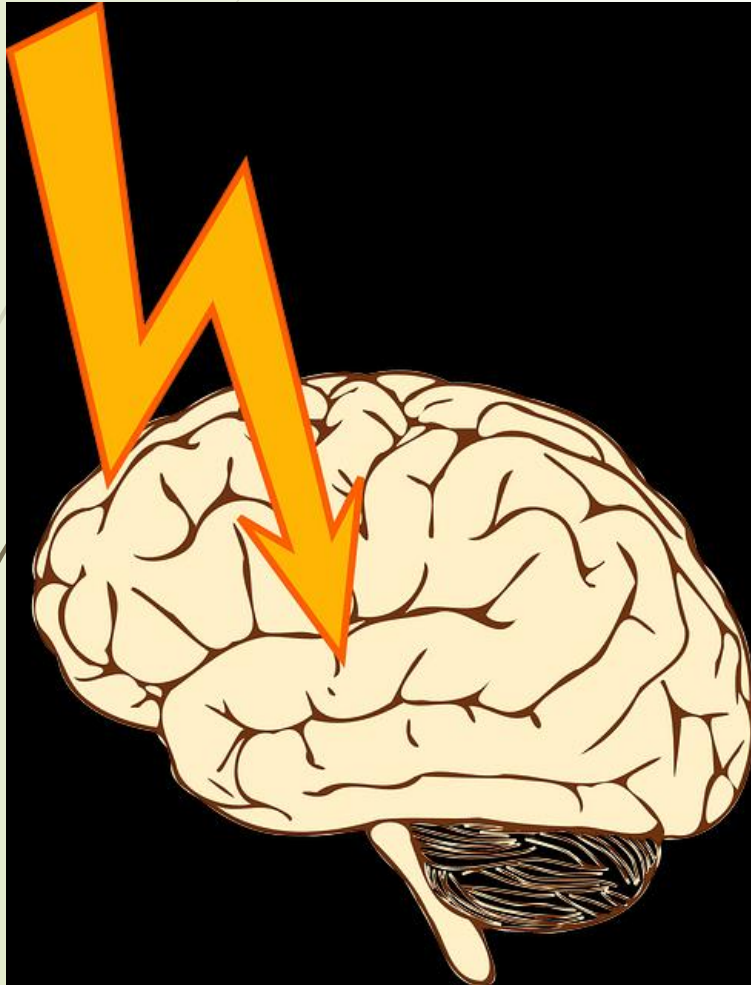
and begins to increase the losses already visible in the above-mentioned areas, e.g. lowering school performance, lowering school attendance, reluctance to leave home, reluctance to implement common family plans, etc.



**the child does not accept the negative opinions of parents and other people on the actual consequences,**

including the possibility of addiction to ICT, imbalance between real and virtual functioning

# Research by Psychiatrists at the University of Hiedelberg - Structural and functional correlates of smartphone addiction



• Psychiatrists observed 48 people, 22 of whom were diagnosed with smartphone addiction (SPA)

• Doctors have noticed that phone addiction physically changes the shape and size of the human brain.

• They listed three areas where gray matter was lost: the left anterior insula, inferior temporal cortex, and parahippocampal cortex. Defects in the anterior insula have previously been observed in people addicted to alcohol or drugs

• **According to the authors of the study, they have obtained the first direct evidence of a link between mobile phone abuse and physical changes in the brain.**

# EU NET ADB - Research on Internet abuse by young people in Poland and Europe



• The percentage of people using the Internet in a dysfunctional way is the highest in Spain, Romania and Poland, and the lowest in Germany and Iceland.

• Dysfunctional use of the Internet is more common among boys, older teenagers and those whose parents have primary education.

• Dysfunctional Internet users are more likely to suffer from psychosocial disorders

• There is a strong association between gambling, social networking and online gaming and dysfunctional internet use

# What helps to use ICT in a sustainable way?




The ability to self-fulfillment, including agency, outside of ICT, which gives the child the opportunity to create/influence the reality



Getting pleasure from communicating with the environment and pursuing passions and interests both through ICT and live



High level of social and personal competence



## **Sustainable use of ICT by primary school students - what schools and parents can do**



**Create  
conditions at  
home and  
school that are  
conducive to  
the sustainable  
use of ICT**



**Model children's  
attitudes  
towards  
sustainable use  
of ICT**



**Support children  
in the  
development of  
social and  
personal  
competences**



**Support children  
in shaping  
constructive  
habits related to  
the use of ICT  
and spending  
free time**



# The school community in counteracting ICT abuse



The school is a community that is co-created not only by teachers and students, but also by parents



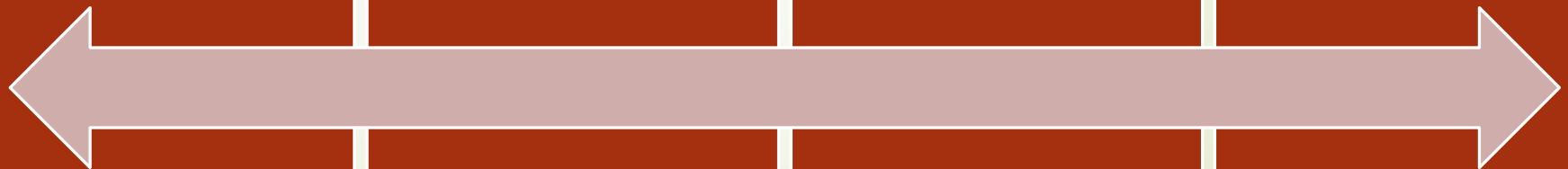
To develop students' competences allowing them to use ICT sustainably, all members of the school community should know their role and cooperate with other members of the community with commitment



Parents have a key influence on the prevention of ICT abuse, including the development of social and personal competences as well as constructive habits related to the use of ICT and spending free time



School representatives can advise the parent on how to support the child, and during regular group meetings at school, they will enable the parent to exchange experiences with other parents who train with the child



# What benefits can get a parent who will involve in the project?



You can better understand the needs and predispositions of a child and strengthen the bond with your child



You can gain parenting skills that are unique in the era of dynamically developing technology



You can find support among parents and school staff in carrying out training with the child



You can increase your knowledge and awareness in the area of social and personal competences, as well as sustainable use of ICT



You can give your child a chance for harmonious development and discover its potential

# Options of training that can be offered to a child as part of the project

**Option I** (minimum, recommended in exceptional situations when individual work is not possible or the child shows a very high level of competence)

– the child participates only in group training at school

**Option II** (recommended when it is not possible to work with a parent at home)

– the child participates in group training at school and tutoring

**The final choice of the option belongs to the parent**

**Option III** (recommended when the school representative and the parent decide that tutoring is not necessary because the child has good conditions to work individually with the parent)

- the child participates in group training at school and works with the parent at home

**Option IV** (maximum option, recommended when the school representative and the parent decide that the child needs more individual support)

- the child participates in group training at school, works with the parent at home, and is also tutored

# The role of the school



Conducting group classes for students on shaping social and personal competences, as well as in the field of education on sustainable use of technology - **classes for all students**



Carrying out tutoring (individual classes) aimed at supporting the student in the development of social and personal competences - **additional classes for students**



Conducting group meetings for parents (coaching) who are interested in working with their child at home, aimed at enabling parents to exchange experience and support each other

# The role of parents



Introducing rules at home that support the sustainable use of ICT



Supporting the child in developing social and personal competences by engaging in joint training

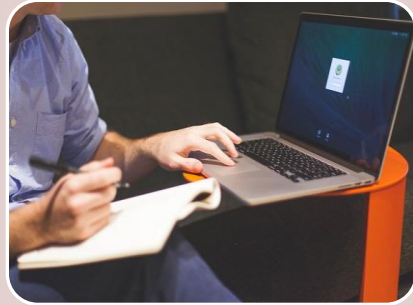


Supporting the child in shaping constructive habits related to the use of ICT and spending free time **by engaging in joint training**

# What is parental support for a child?



# Introducing rules at home that support the sustainable use of technology



Be a positive example for your child by using ICT in a sustainable way yourself



Teach your child how to use ICT safely



Create an environment in your home that fosters mutual listening and understanding



Use technology as an opportunity to talk about things your child is interested in

# Introducing rules at home that support the sustainable use of technology



Get involved in finding ways to spend time offline with your child



Monitor how your child uses ICT



Respect your child's privacy and consider what content you post online that uses his image





# Introducing rules for sustainable use of technology at home and training competences and constructive habits

## Tools

Questionnaire to determine how ICT is used

Questionnaire to determine the level of social and personal competences

Short tutorial

Extended tutorial

Coaching meetings for parents at school

# Supporting the child in training social and personal competences

## Why is it important?



By developing these competences, children and youth learn how to live and cooperate with other people, how to function within groups, how to deal with their own emotions, and how to optimally use their potential



A high level of soft skills facilitates a quick and flexible response to changes, which become crucial in responding to the challenges of today's world



A child characterized by a high level of these competences is less likely to abuse ICT because it has a chance to develop in a harmonious way

# Supporting the child in training social and personal competences

The most important competences at the primary school level

The ability to recognize and constructively experience emotions

Adequate resource-based self-esteem

Effective communication skills, including assertiveness

The ability to cooperate

# Supporting a child in training social and personal competences - how to conduct training


## 1. Set a goal for training with your child

- support the child to complete the questionnaire to determine how he uses the ICT and what is the level of his social and personal competences
- analyze the results of questionnaires completed by the child
- talk to your child about his strengths and weaknesses taking into account description of the the questionnaire results
- choose the goal of the training together with your child, inspired by the examples from the tutorial

# Supporting a child in training social and personal competences - how to conduct training

## 2. Tell your child what your joint work will be about

- you will give your child different tasks to complete.
- your child will be given the amount of time you specify for each task
- you will tell the child how to complete the tasks if the child needs guidance.
- if the child finds the task too difficult, together you will come up with one that the child will be able to complete.
- after completing each task, you will talk about what difficulties the child encountered, what feelings accompanied the child while performing the task, what he learned and how he would like to use the acquired skills in the future



## Supporting a child in training social and personal competences - how to conduct training



### 3. Show your child the benefits of working together


- get to know yourself better
- gain new skills and improve the ones they already have,
- enjoys spending time with family and friends
- will feel better about himself and in contacts with other people,
- it will be easier for him to talk about himself and his needs, as well as about what he has difficulties with

## Supporting a child in training social and personal competences - how to conduct training

4.

**4. Ask if the child agrees to work in the manner described above on the proposed goal**

- If the child has doubts, try to explain or slightly modify the goal.
- It is important that the child is willing to work towards the goal, because only then your joint work can be effective.



## Supporting a child in training social and personal competences - how to conduct training



### 5. Think about how you would like to work with your child

- It is recommended that work with a child lasts at least 3 months. It can be extended if possible. It may take less time if there are any restrictions.
- You can keep notes on working together that will help you assess the effectiveness of the tasks performed, e.g. using the skills training and new habits card



# Supporting a child in training social and personal competences - how to conduct training


## 6. Agree with your child on the final details of your joint work

- How much time he have to achieve the goal
- What tasks he have to realise
- How much time he have to complete individual tasks, with the possibility to extend this time in case of difficulties
- Encourage your child to talk about difficulties in completing tasks on a regular basis
- Let your child know that you will help and guide him if he have difficulty completing the task
- Inform about the possibility of modifying the task if the child will not be able to complete the it in the assumed form

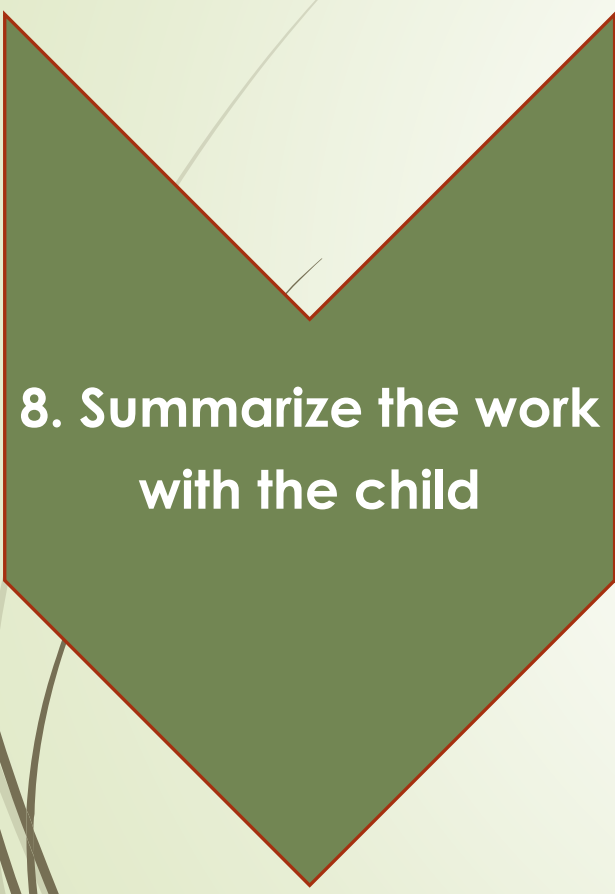
# Supporting a child in training social and personal competences - how to conduct training

## 7. Accompany the child in the implementation of tasks

- If the child asks, try to answer his doubts as much as you can
- If the child does not ask questions, ask how he is doing the task, whether he has difficulties, what gives him satisfaction, what he feels
- If you find it appropriate, give your child hints, modify the tasks



# Supporting a child in training social and personal competences - how to conduct training



## 8. Summarize the work with the child

- When you finish the training, review your notes and summarize your work with the child
- Ask the child what the training has given him, what he has learned and how he will want to use these skills in the future
- Give your child feedback on the training and the effects you think it has brought

# Sample goals and tasks – training on developing cooperation skills



## Goal: Increasing participation in group activities

Task 1

Task 2

Task 3

**Task 1.** We engage the child in common housework, e.g. cleaning together, baking a cake, preparing a meal (we agree with the child and other family members who will perform specific tasks, and then we carry out the agreed tasks together),

**Task 2.** We arrange family activities and involve the child in the co-organization of this activity, e.g. We propose a bicycle trip, the child is to suggest where and/or when the trip will take place, we agree on the final idea with all family members, and then implement it (if possible, we involve the child in as many activities as possible)

**Task 3.** We encourage the child to choose a sport/other activity that he/she likes and join the group that participates in it. We ask the child to tell the parent after the classes what he did with others, whether he was satisfied with it, whether he encountered any difficulties in cooperating with others, what were the results, what were his feelings during the interaction with others

# Sample goals and tasks – training on developing adequate resource- based self-esteem



**Goal: To increase awareness of possessed features and predispositions**

**Task 1**

**Task 2**

**Task 3**

**Task 1.** We ask the child to write down/say what features he considers to be his advantages (features, what he is good at) and justify why he thinks so. After the child presents them, comment on what the child wrote/said. You can say that you think so too, or you can tell your child that you have noticed that he/she is also good at something else

**Task 2.** We ask the child to write down his weaknesses (features, what he has difficulties with) and justify why he thinks so. After the child presents them, comment on what the child wrote/said. Tell your child that if someone is motivated, he can work towards change. He can also accept his weaknesses, because everyone has them.

**Task 3.** We ask the child to ask someone around him what he likes about him. After the child does this, we ask what the person said, how the child perceived it, what feelings he had about it. The child could also ask someone else what he likes about him. At the end, we can also express our own opinion, and say what we think it can be liked for.

# Sample goals and tasks – training on developing adequate resource- based self-esteem



**Goal: Raise awareness of agency**

**Task 1**

**Task 2**

**Task 1.** We ask the child to remember some difficult situations with which he coped, and to tell how he coped, what he felt then. We tell the child that we are proud that he did so well.

**Task 2.** We ask the child to remember some difficult situations with which he could not cope and try to think how he could deal with them if a similar situation happened again. If the child has no idea, we support the child in finding solutions by prompting and guiding. Finally, we emphasize that the search for solutions is also of great value, even if it is not entirely possible to implement.

# Sample goals and tasks - training on developing effective communication skills, including assertiveness



## Goal: Learn to express your needs

### Task 1

### Task 2

**Task 1.** Ask the child to remember or imagine that one of the household members offers him something he does not want to do, and ask him to think about how he could express it so as not to make that person uncomfortable. Ask him, being in a similar situation, to try to say that he doesn't want to do it in such a way as not to upset the person

**Task 2.** Ask the child to imagine that he wants a friend to help him with something and ask him to think about how he can ask his to do it, so that he does not feel forced to do it. Ask him, being in a similar situation, to actually try to express his request in such a way as not to put pressure on the colleague

# Sample goals and tasks - training on developing effective communication skills, including assertiveness



**Goal: To improve the ability to express yourself clearly**

**Task 1**

**Task 2**

**Task 1.** We ask the child to tell us in detail what his day at school, class or training looked like. While listening, we ask detailed questions in order to obtain the most clear information

**Task 2.** We ask the child to tell someone about a story or describe something and ask that person to tell if they understood everything, and if not, to tell the child what was unclear. We ask the child to clarify the ambiguities



# Supporting the child in constructive spending of free time through training aimed at acquiring new habits in this area



**Goal: finding ways to spend your free time offline**

• **Task:** Ask your child to write down activities that he did in his free time that he enjoyed and activities that he hasn't done before but that he likes and would like to do. Choose the activities your child would most like to do.

**Goal: to increase the amount of time you spend offline**

• **Task:** Make an appointment with your child that he will plan each week which activities he would like to do in the next week. Write down all your ideas on a piece of paper and hang it in a visible place. Once a week, summarize the task with your child

# Supporting the child in the sustainable use of ICT through training aimed at acquiring new habits in this area



**Goal: to modify the way technology is used**

- **Task:** We agree with the child that we are implementing a new way of using devices, e.g. not using devices at meals; use devices for the last time at least 2 hours before bedtime. We write down the established rules with the child on a piece of paper, hang it in a visible place and monitor whether the child follows them on an ongoing basis.

**Goal: to reduce the time spent using technology**

- **Task:** We agree with the child that he spends no more than eg. 1 hour after school during the week using the devices, and on the weekend 2 hours. We also determine that time-gathering apps that parents have access to will be installed on his devices. We write down the established rules on a piece of paper, hang it in a visible place and monitor whether the child follows them on an ongoing basis, using the applications that have been installed.

# How to involve step by step

1

- Get information from the school about organisational issues

2

- Attend the first meeting for parents organised at school

3

- Read tutorials for parents to find out how to support the child

4

Ask the child to complete questionnaires to determine how he uses ICT and what is the level of his social and personal competences and read the recommendations which concern the results

5

- Decide which option of the training the child could participate. You can contact school staff responsible for the project implementation to consult our decision.

6

- If you decide to realise a training with a child (option III or IV) start training with your child taking into account recommendations involved in tutorials

7

- Participate in group meetings for parents organised at school to exchange your experience

8

- As far as possible you can introduce at home recommended in tutorials rules that support the sustainable use of ICT

## Tips at the end



You do not have to carry out all the proposed actions. You choose only those activities that your child needs (the conclusions from the questionnaires completed by children are helpful)



If you have time, organizational limites, etc. you can start with one small task



You can modify goals, tasks if you or your child have your own ideas - the tutorial contains only examples that are to be an inspiration for you



Take advantage of meetings with parents organized at school - they are support for you and a great opportunity to exchange experiences and inspire each other



More details, tips and examples can be found in the extended version of the tutorial