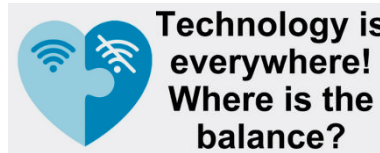




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TUTORIAL FOR TEACHERS

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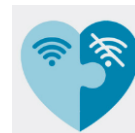


Developed by: Marta Uzarska-Bachmura,

Warsaw, September, 2023



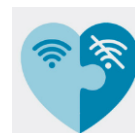
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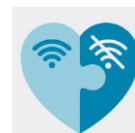
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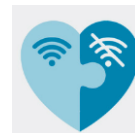


INTRODUCTION

The tutorial presented to you is a form of instruction addressed to primary school teachers in the field of shaping the personal and social competences of children and youth at the primary school level, enriched with knowledge in the field of behavioural addiction prevention, which includes addiction to information and information and communication technologies (ICT). The teacher can gain practical knowledge on recognizing the signs and consequences of technology abuse, the use of various behavioural addiction prevention strategies, including the development of students' personal and social competences, as well as ways to motivate parents, whose role in shaping students' competences is crucial. The tutorial also contains content showing how to strengthen the school community in the area of ICT addiction prevention, the effectiveness of which increases when the entire school community is involved in its implementation. The tutorial includes theoretical knowledge concerning the prevention of behavioural addictions, acquiring of which will allow teachers to use practical knowledge more effectively.



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





1. ICT IN THE LIVES OF CHILDREN AND YOUTH

1.1. WHAT IS ICT?

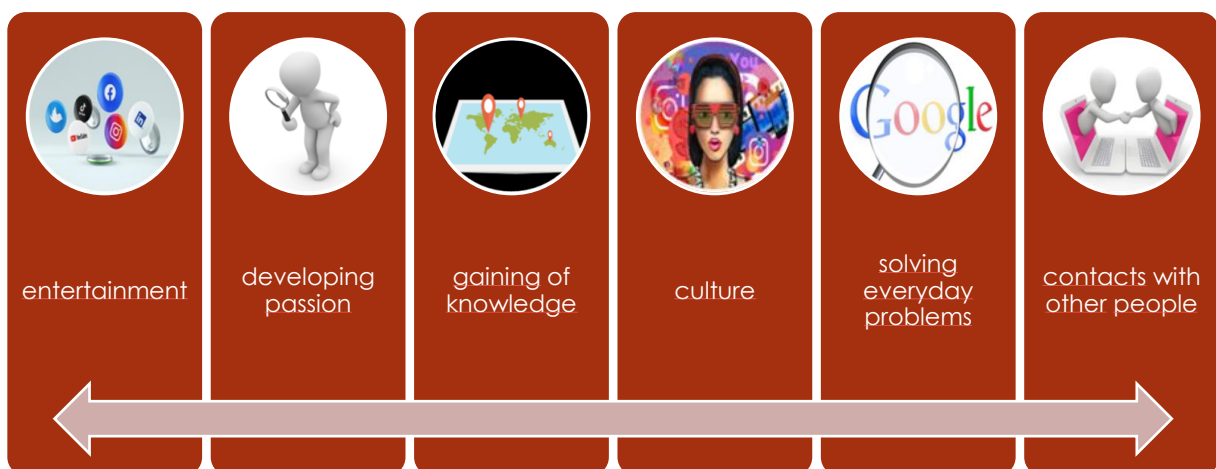


Information and communication technologies (ICT) elements

1.2. OPPORTUNITIES OFFERED BY ICT TO THE YOUNG GENERATION

Due to the dynamic development of ICT in recent years, they are present in most areas of children and adolescents lives. Primary school students are people who belong to a generation brought up in conditions of unlimited access to technology, and they do not know the times when there was no Internet, social media, smartphones and applications. This has a huge impact on the way they function.

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



Areas in which children can realise their needs and interests thanks to ICT




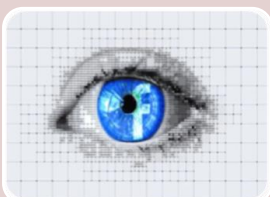




1.3. THREATS RELATED TO THE USE OF ICT BY CHILDREN AND ADOLESCENTS

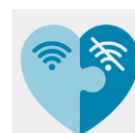
Regardless of the opportunities offered by ICT, the risks of improper use of ICT by children and young people should be taken into account. Although the Internet is a natural environment for primary school students, it does not mean that they are more resistant to the negative aspects of using the Internet.

			
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 (part 1)

			
cyberbullying, cybercrime	access to materials containing content harmful to the child	inability to detect false content, the so-called fake news	making dangerous acquaintances

Risks related to the abuse of ICT (part 2)





1.4. ICT ABUSE RESEARCH



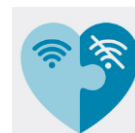
- The percentage of people using the Internet in a dysfunctional way is the highest in Spain, Romania and Poland, and the lowest in Germany and Iceland.
- Dysfunctional use of the Internet is more common among boys, older teenagers and those whose parents have primary education.
- Dysfunctional Internet 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

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



- 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.

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





1.5. WHY IS IT IMPORTANT TO FIND A BALANCE IN THE USE 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 personalise 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.

Everything indicates that implementing sustainable use of ICT among children and young people is a key issue in preventing ICT addiction.



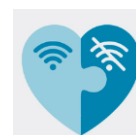
As humans, we have been in contact with the rapidly developing technology for a relatively short time and we do not fully know all the consequences of intensive use of ICT, especially when it comes to the youngest, who have been in contact with it practically from birth.

The experience of therapists dealing with behavioural addictions shows that it is easier to take care of this balance when social and personal skills of children and adolescents are strengthened. These skills protect against the abuse of technology as they enable children and young people to develop harmoniously. Deficiencies in social and personal competences increase the risk of experiencing excessive stress, which may encourage children and adolescents to relieve it by excessive use of ICT.

Development-friendly forms and ways of using ICT depend on their age, therefore it is important for their parents to be aware of this. Parent-controlled use of ICT can be an opportunity for their cognitive, physical and motoric, social and emotional development.

The dynamic development of technology will constantly generate new challenges to us, but certainly actions to eliminate the already known adverse effects should start as soon as possible, because the future of the youngest generation is at stake.

Recalling the example of widespread cigarette smoking from the past, which initially was an important and natural element of the life of people at that time, and only after a long time, when a large number of them suffered health damage, it was recognized as a factor





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negatively affecting health. This caused the introduction of restrictions, bans and raising public awareness of the harmfulness of nicotine addiction.

Perhaps our society, being at the beginning of dynamic changes in the development of ICT, should draw conclusions from this lesson and make every effort to protect the youngest from the development of ICT addiction before the entire generation experiences negative consequences. People who develop addictive behaviours at a young age will automatically have limited chances for a healthy and harmonious development in the future. **Abuse of ICT can affect not only the well-being of primary school students, but also limit their educational opportunities, and in the future may limit their professional development opportunities.**

Undoubtedly, technological progress cannot be undone, but the impact of ICT use on children and young people should be discussed and researched, and actions aimed at sustainable use of technology should be implemented.



We all live in a digital world. And that requires the use of ICT. So we cannot disconnect completely, but any abuse of it is always wrong

Therefore, appropriate attitudes regarding the safe use of ICT should be modelled. 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.



2. WHAT ARE BEHAVIOURAL ADDICTIONS?

2.1. DEFINITION OF BEHAVIOURAL ADDICTIONS

Behavioral (functional) addiction is a group of symptoms associated with repeated, long-term and fixed repetition of a specific activity (or group of activities), the purpose of which is to achieve a feeling of pleasure, satisfaction, joy or even euphoria.



The main reason for performing activities that are associated with addiction is to try to reduce bad mood and internal tension.

Addictions to performing a given activity occurs when there is an internal compulsion or a strong desire to start it and continue it as long as possible. **It is characteristic for addiction, not only behavioural, that the addicted person has more and more difficulties in controlling the behaviour associated with it and the internal need to increase the frequency of engaging in addictive activities.** If the activity is interrupted or its performance is limited, undesirable withdrawal symptoms appear, including both physiological disorders on the part of the body, e.g. headaches, excessive sweating, hand tremors, insomnia, and psychological problems, e.g. aggressive behaviour fear, irritability, shame, or guilt. An addicted person repeats a given behaviour despite the fact that it is unhealthy and dangerous for its functioning, because defence mechanisms cause distortion and blocking of difficult, threatening content related to addiction and its negative consequences. Therefore, the addicted person develops various illusions that discourage him from changing his bad habits. An addicted person also rejects the negative opinions of the environment about the actual consequences of addiction.



2.2. TYPES OF BEHAVIOURAL ADDICTIONS



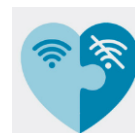
The most common behavioural addictions include:

- addiction to shopping,
- pathological gambling,
- compulsive overeating,
- orthorexia - excessive focus on healthy eating,
- work addiction
- **addiction to using a computer and computer games,**
- **network addiction - addiction to the use of the Internet,**
- **phonoholism - addiction to a mobile phone.**

Among children and youth of primary schools, the last three types of addictions, those related to ICT technologies, have been widespread in recent years, and the dynamics of their development seems to be directly proportional to the increase in the number of applications of technology.



Interestingly, some behavioural addictions are socially accepted, and sometimes even an addicted person can be appreciated and distinguished for their commitment to performing activities, as is the case with people affected by work addiction





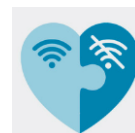
2.3. WHERE DO BEHAVIOURAL ADDICTIONS COME FROM?

There is a widespread view in the scientific world that a combination of biological, psychological and environmental factors contributes to the development of addiction. None of them are addictive on their own, although the impact and importance of each factor may vary from patient to patient.



Factors that increase the probability of addiction include:

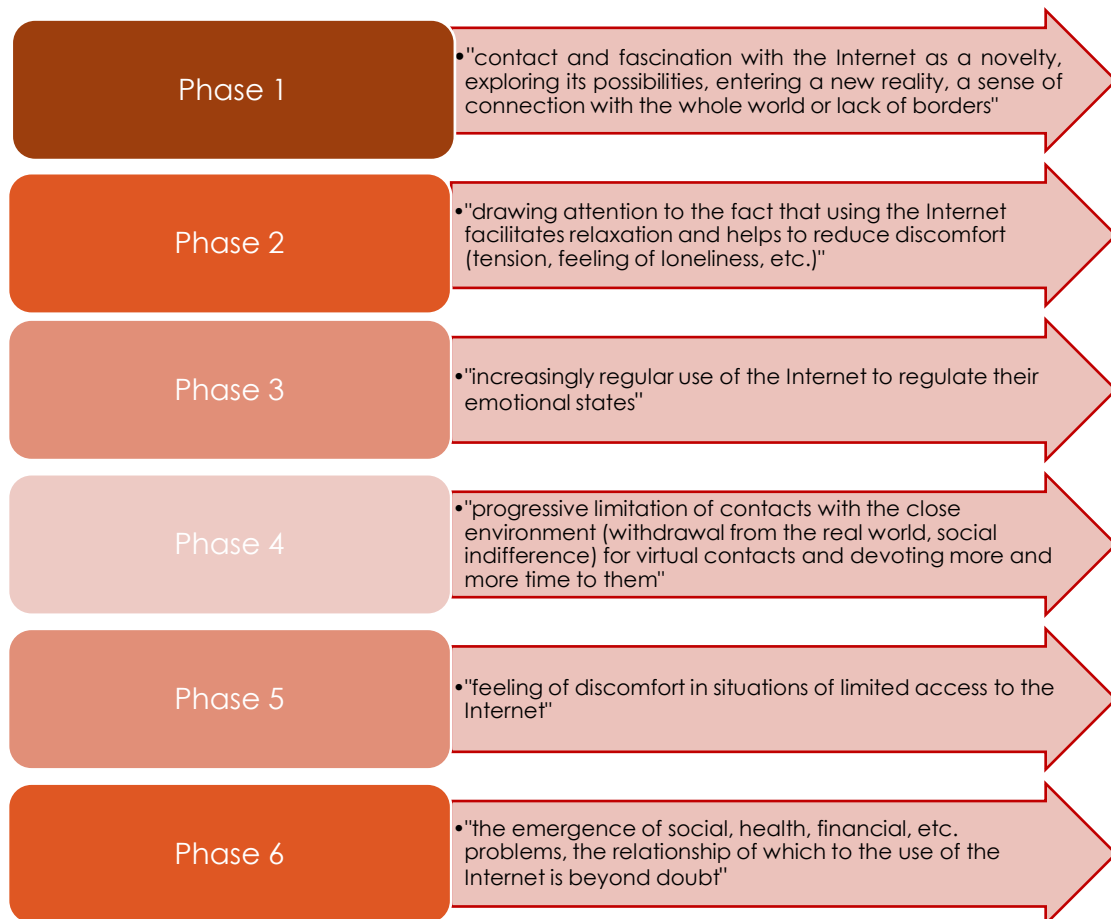
- negative family relationships, including primarily violence, neglect,
- low level of social and personal competences, including, above all, low self-esteem,
- loneliness,
- lack of opportunities to develop interests and passions,
- mental disorders such as depressive symptoms with anxiety,
- other deficits, eg attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), Asperger's syndrome, autism.



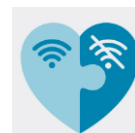


3. SPECIFICS OF ICT ADDICTION

3.1. PHASES OF INTERNET ADDICTION DEVELOPMENT



Phases of addiction development based on the concept of Bohdan T. Woronowicz





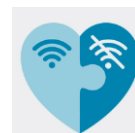
3.2. TYPES OF INTERNET USERS

A. "Caught in the Net"	B. "All at once"	C. "Full Circle"	D. "Killing time"
<ul style="list-style-type: none"> • excessive internet use • neglecting important areas of daily life (school, social life, household duties) • focus on a specific type of online activity • negative consequences of Internet abuse (sleep disorders, anxiety and irritability in the absence of Internet access) • difficulties in limiting the use of the Internet, even when aware of the negative consequences of its abuse • Young people in this category may be hungry for experiences outside the internet. Due to the lack of appropriate social competences, however, they feel excluded, oppressed by their peers, or disappointed with their lives as a result it leads to closure in the world of the Internet 	<ul style="list-style-type: none"> • balancing daily activities with intensive internet use • activity both online and offline • stress caused by an overloaded daily schedule • Young people in this category are hungry for life and experiences both online and offline. They manage to satisfy it thanks to a high level of social competence. Online activity may in this case be strongly related to off-line activity (e.g. teenagers with many friends are also very active on Facebook, etc.). 	<ul style="list-style-type: none"> • a period of Internet abuse followed by autocorrect (come full circle) • a change in behaviour may occur as a result of: <ol style="list-style-type: none"> a. glut (feeling that "it is enough") b. becoming aware of the negative consequences of Internet abuse (e.g. health problems, low school performance, conflicts with parents) c. new motivations (e.g. love relationships) • This type is open to new life experiences and willingly establishes contacts with peers. As a result of strong psychophysical changes associated with the teen-age, he enters the phase of abusing the Internet, which ends with self-correction of behaviour. 	<ul style="list-style-type: none"> • the offline world is perceived as boring • no alternative activities • online activity is a convenient time filler • Internet use as a mechanical reaction to boredom • This type is close to new life experiences. It may also be characterised by limited social competence.

Types of users (EU NET ADB - Study of Internet abuse by young people in Poland and Europe)

This typology can be a tool for categorising which users show symptoms of dysfunctional Internet use.

- In the case of users of **types A ("Clutched") and D ("killing time")**, Internet abuse may be associated with other problems (anxiety, depression, attention disorders, etc.). In these cases, internet abuse is often just the 'top of the iceberg' - a visible sign of deeper psychosocial problems requiring further intervention. Due to the low probability of autocorrect, professional help is usually required.





• **Type B ("Everything") and C ("Full Circle")** users appear to be normal, and their problems with Internet abuse may be related to specific developmental features of adolescence. Problems with abusing the internet in these cases are likely to correct themselves. These people usually do not require professional help. However, „coming full circle" with Type C can take a long time and additional help is often required.

3.3. SYMPTHOMES OF ICT ADDICTION



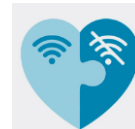
Symphomes of ICT addiction

3.4. CONSEQUENCES OF ICT ABUSE, ESPECIALLY THE SMARTPHONE

ICT users, including smartphones, who lose control over their use of technology are referred to as 'digital slaves'. Abuse of ICT and being constantly online has a number of consequences.

These include the following negative consequences:

- **losing the ability to set boundaries in the use of ICT**, which manifests itself in neglecting duties, resignation from other activities and needs. An addicted person is unable to stop performing an activity because they are driven by the compulsion to continue this activity. Further effects include losing track of time while performing activities, and thus constantly being late and postponing other tasks.
- **personal problems as well as disturbances in social relations**. There are difficulties with communication, especially in real life, there is an impoverishment of vocabulary, and the motivation to perform other activities decreases. There is a need to isolate from the world and





withdraw from social life, which may result in the loss of friends, weakening of relationships with family, conflicts with peers, parents and other people from the close environment. Limiting contacts of the person abusing ICT only to virtual ones may result in the feeling of being socially excluded. A person who isolates himself does not acquire or loses the ability to establish interpersonal relationships, coexist in a group or empathy and may become physically and verbally aggressive. Person abusing ICT may also experience uncontrollable emotional outbursts.

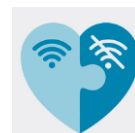
- **educational and intellectual problems.** Children and young people who abuse ICT, especially those with lower intellectual abilities, may experience a deterioration in their school performance. They may develop a belief that it is not worth studying, which leads them to skip lessons, not to do their homework. There is a loss of interest in what is going on at school. Children do not need to expand their knowledge, they lose the ability to acquire knowledge. They are not interested in other fields, because their interests are limited to what is related to ICT.

- **cognitive problems.** There may be problems such as attention deficit disorder, including problems with concentration, thoughtfulness, thoughts focused only on the activity that is associated with addiction.

- **health problems, both mental and physical.** Eyesight problems may occur, e.g. deterioration of eyesight, watery and bloodshot eyes, which is associated with excessive staring at screens. There are also problems with the spine due to long sitting and posture forced by ICT devices, as well as reluctance and lack of time for sports. Children and adolescents may forget about their physiological needs, e.g. about eating, drinking, getting enough sleep. By prolonging the use of ICT, they stay up at night and are sleepy during the day. They can try to fight somnolence with stimulants, e.g. drinking coffee or energy drinks. There may also be other health problems resulting from a sedentary lifestyle, e.g. problems with the shoulder, neck, wrist, joints, body posture, muscle pain, tendon contractures. Children abusing ICT may feel exhaustion, physical and mental fatigue. They can also suffer from a decrease in health immunity, which results in various diseases related to this. Among mental disorders, the most common symptoms are: low self-esteem, distorted perception of reality, living with illusions, a sense of alienation. Abusing ICT can also lead to depression, nervousness, irritability, aggression, anxiety behaviour. This may be the result of an excess of negative and a lack of positive emotions. Their resilience may also drop. Withdrawal from ICT can result in withdrawal syndrome and, in some cases, the need for serious psychiatric treatment.

Among the positive consequences, the following can be distinguished:

- mastering fast typing on ICT devices,
- the opportunity to meet new people from different parts of the world,
- practising foreign languages, in particular English,
- develop interests,
- expanding knowledge.



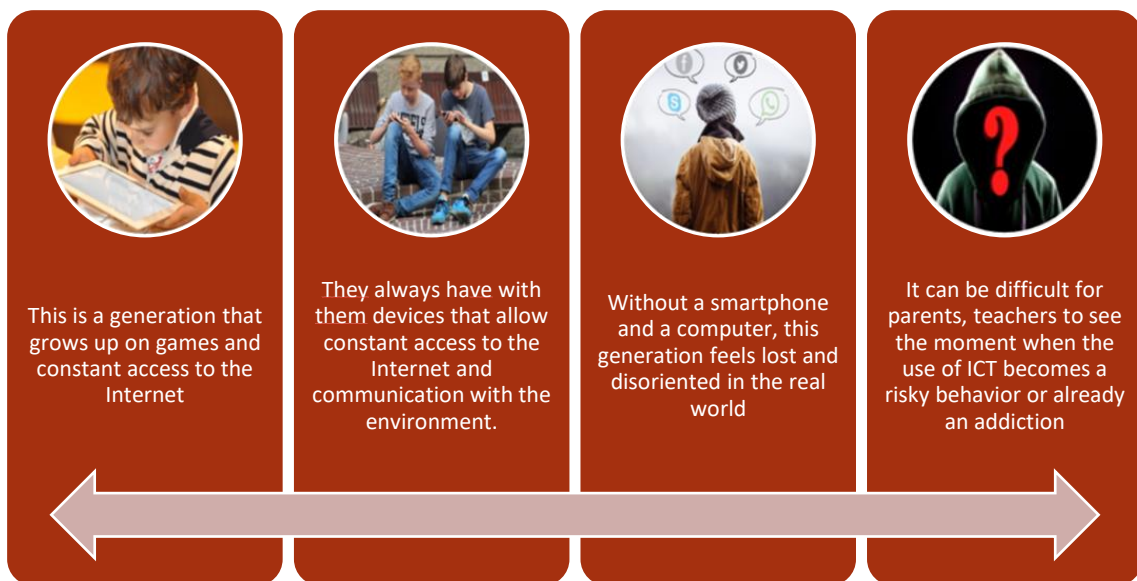


4. HOW TO RECOGNIZE THAT A STUDENT IS ABUSING ICT

New forms of communication and entertainment are an important element of the lives of children and teenagers, for whom virtual space has become a natural place where they fulfil their needs. **The generation of new media users is called "digital natives"**. The author of this concept is the American media researcher, writer, designer of computer games and educational systems, Marc Prensky, who in an article published in "On the Horizon" in 2001, characterised digital natives as opposed to digital immigrants. Prensky defined digital natives as the generation born after 1980, for whom computers and the Internet are as natural elements of the world as electricity, radio or television were for the generations that preceded them. **The term digital native was created on the model of the term native speaker, i.e. "user of the native language", which means that for representatives of this generation, the "homeland" is the world of digital technologies based on communication on the Internet.**

The generation of digital natives treats the Internet, computer or telephone as natural tools for interpersonal communication, image creation, entertainment, study and work. This is a generation that grows up on games and constant access to the Internet.

The representative of this generation always has with him devices that allow constant access to the Internet and communication with the environment. Without a telephone and a computer, a representative of this generation feels lost and disoriented in the real world (J. Morbitzer, On the essence of the media of the young generation).



Features of „Digital natives”

In this situation, it may be difficult for the child's environment to see the moment when the use of ICT becomes a risky behaviour or already an addiction.

A teacher may notice signs of ICT abuse, but since students tend to spend most of their time using ICT after school, this can be difficult to detect at school. Thus, the key role in recognizing that a student is abusing ICT is played by parents.



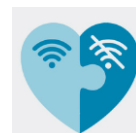


A questionnaire that allows to determine the level of ICT use is attached to the tutorial for parents. Completion of the questionnaire by the student and obtaining a specific result, which can be interpreted thanks to the explanations attached to the questionnaire, can help parents recognize how the child uses ICT. In addition, the parent receive guidance on what to do in case of abuse. **In some cases teachers may use this questionnaire as well, especially when parents will decide that they prefer the school deal with it.**

5. SOCIAL AND PERSONAL COMPETENCES AS A FORM OF PREVENTION AGAINST ICT ADDICTIONS

5.1. WHY SHOULD THE SCHOOL SHAPE STUDENTS' SOCIAL AND PERSONAL COMPETENCES?

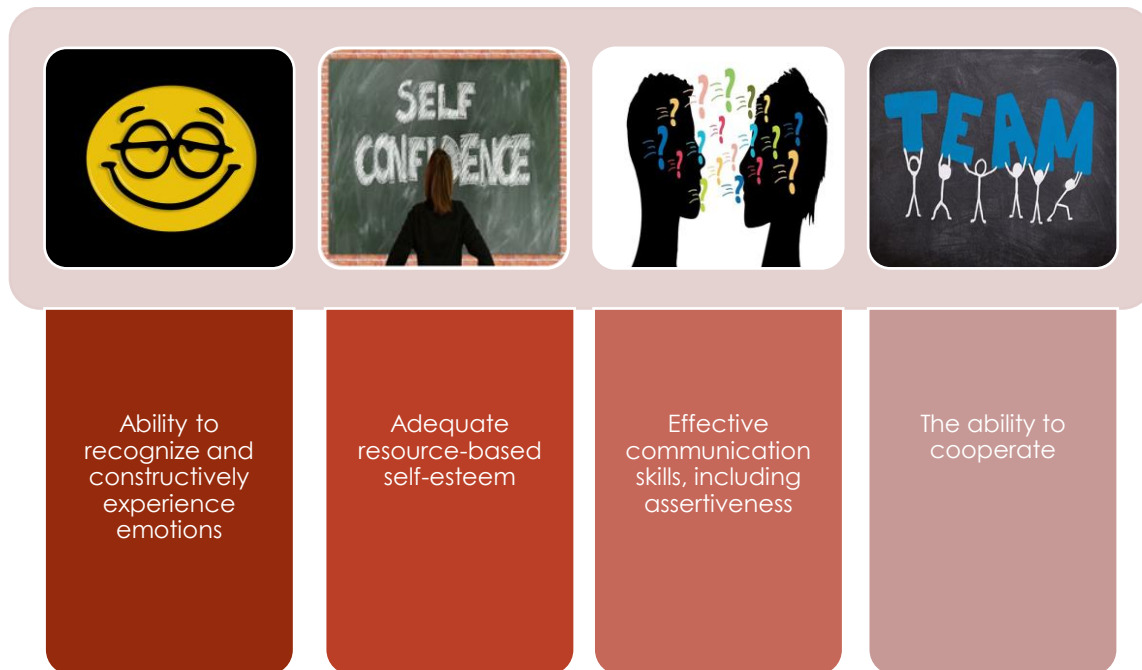
The main goal of the school is to educate and raise the young generation in such a way that they acquire the knowledge and skills necessary in adult life. The development of soft skills, which include personal and social competences, plays a special role. **The role of these competences is crucial when it comes to the future of the young generation, because thanks to them children and youth learn how to live and cooperate with other people and how to function within groups, how to deal with their own emotions, and how to optimally use their potential.** In addition, a high level of these competences is an effective form of prevention against ICT addiction, which directly affects the well-being of students and reduces the phenomenon of deterioration of learning outcomes resulting from ICT abuse.





5.2. SOCIAL AND PERSONAL COMPETENCES CRUCIAL IN THE DEVELOPMENT OF A YOUNG PERSON AT THE PRIMARY SCHOOL STAGE AND THEIR ROLE IN PREVENTING ADDICTIONS

According to Erickson's theory of human psychosocial development, each stage of a young person's development is associated with the development of specific social and personal competences.



Competences particularly important to develop at the stage of primary school

- **Ability to recognize and constructively experience emotions**

Emotion regulation, i.e. recognizing and constructively experiencing emotions, is the process by which people influence what emotions they have, as well as how they experience and express them. Emotion regulation occurs when a person tries to control their reactions to a given situation – the person reveals and experiences them or inhibits their disclosure and experiencing, depending on what he considers more adaptive. The basis of all actions aimed at regulating emotions is minimising the experience of negative emotions and maximising positive emotions. It is impossible not to feel emotions, but you can learn how to express them, deal with them in a constructive way.

A very important element of regulating emotions is awareness and deepening the ability to control and discuss with our thoughts. It is true that in the first moment a person receives signals from the world through the senses and body, then in the head he secondarily evaluates and directs the vector of feeling and its intensity to consciousness. So a lot depends on what we think about a given reality, how we call something, e.g. "it's scary" or "it's hard", "I never succeed", etc. For this you need insight into our thinking and learning talking to your thoughts. This is where the knowledge of the ABCD and E models is useful. A is the reality that reaches our senses, B is the thoughts that we usually run unconsciously about what we perceive. C is feelings





as a response to those thoughts, and D is a behavioural response to those feelings. It is worth being aware of this process in order to gain the ability to control the mood and give yourself the opportunity to have a positive and caring discussion with the original, often extreme and frightening assessments, which in the model is marked with the letter D, i.e. corrective thoughts.

According to Mellibruda this competence is important in preventing ICT addiction because it is closely related to the psychological mechanisms of addiction. The mechanism of addictive regulation of emotions says that the only way to obtain positive emotional experiences is addictive behaviour. Similarly, in the case of a depressed mood, to feel better, the only way is to do something that gives you pleasure. Thus, the ability to recognize and constructively experience emotions reduces the need to obtain positive emotional experiences that addictive behaviours.

- **Adequate resource-based self-esteem**

Self-esteem is a set of various judgments and opinions that an individual relates to himself/herself. These judgments and opinions may concern both the current characteristics of the entity and its capabilities. The adequacy of self-esteem, i.e. the awareness of the characteristics actually possessed, gives an individual the opportunity to use their resources in a way that is conducive to maintaining good mental condition and well-being, and affects constructive coping with everyday problems and stress.

Addictions arise on the basis of low self-esteem and strengthen it. Although they bring temporary relief, in effect they arouse negative emotions, causing a sense of guilt, shame and loneliness. Loneliness is associated with a negative experience and defined as a subjective emotional state combined with real isolation. Loneliness is an important factor in ICT abuse.

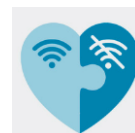
- **Effective communication skills, including assertiveness**

We can talk about effective communication when people understand what they are saying to each other. By communication competence we understand both the ability to transmit a given message and the ability to understand the received message. In communication, assertiveness is important, which is the ability to express one's own opinion, feelings, attitudes in an open way, within the limits that do not violate the rights of others and one's own.

Effective communication is important in preventing addiction to ICT, because it helps to establish and maintain interpersonal relationships, but also affects other social competences such as cooperation and conflict resolution. A person who has the ability to communicate effectively does not avoid direct contact with people, has emotional relationships with family, friends, and is able to express his needs and take care of them, which increases the well-being of the individual .

- **Collaboration skills**

Cooperation is the ability to work in a group aimed at achieving common goals, team performance of tasks and joint problem solving. Collaboration is also the ability to create bonds among team members. Establishing relationships is possible thanks to the exchange of thoughts and experiences, sharing emotions with each other. To develop the ability to cooperate, other





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psychosocial skills are necessary, such as active listening, recognizing and naming one's own and other people's emotions, communicating needs (including asking for and offering help, refusing and accepting refusal), solving problems and conflicts, sharing, dealing with unpleasant emotions and possible failures.

Collaboration is important in preventing addiction to ICT because it is related to relationships, communication, problem solving as well as seeking help and support in the environment. The factor protecting against addiction is social awareness, realising the importance of building relationships, showing respect for other people, recognizing the impact of one's own actions on the behaviour of others, taking into account tolerance and respect for differences.

5.3. HOW TO DETERMINE THE LEVEL OF PRIMARY SCHOOL STUDENTS SOCIAL AND PERSONAL COMPETENCE

A questionnaire that allows to determine the level of social and personal competences of the student is attached to the tutorial for parents. In some cases teachers may use this questionnaire as well, especially when parents will decide that they prefer the school deal with it. But general rule is that parents are responsible for supporting their children in completing the questionnaire. They may consult results with teachers, and they may discuss which option of the support will be the most relevant to the needs of the student.

6. CONCLUSIONS OF THE COUNCIL OF THE EUROPEAN UNION ON PROMOTING WELL-BEING IN DIGITAL EDUCATION (2022/C 469/04)

The program created as part of the project is a response to the recommendations of the Council of the European Union when it comes to supporting the well-being of primary school students in the context of digital education.



Selected conclusions to which the program refers:

1. Developing personal and social competence may help learners to use digital social networks with less risk of emotional or social harm and increase their awareness of the risks of excessive use of digital technologies (Conclusion 37)



2. Education and training systems and schools should explore ways of strengthening well-being in digital education, promote digital risk awareness and prevention as well as whole-school policies, including school procedures of an organisational nature, supporting safe digital education environments and addressing challenges connected with digital risks. (Conclusion 46)
3. Educators should support learners' motivation to learn and develop to their full potential, to help them grow into coherent, mature individuals who are aware of their strengths, weaknesses, life goals and aspirations, and who have built a positive self-image while respecting others and their individual needs. Such behaviour is a key factor of well-being in digital education. (Conclusion 48)
4. Wise digital parenting and a supportive family environment should be part of a digital education ecosystem, while taking into account the family background. Schools should be aware of the importance of communication and cooperation with parents or carers on the opportunities, benefits and challenges presented by digital education, as well as digital risks and the importance of time management when using digital tools for educational and training purposes (Conclusion 49)

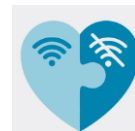
7. COOPERATION BETWEEN THE SCHOOL AND PARENTS IN THE FIELD OF ICT ADDICTION PREVENTION

7.1. THE ROLE OF STRENGTHENING THE SCHOOL COMMUNITY IN THE EFFECTIVE PREVENTION OF ADDICTION TO TECHNOLOGY

The school is a community that is co-created not only by teachers, students, but also by parents. Functioning within the school is an important experience for students, preparing them for life in society. In order to develop students' soft skills effectively, which will not only prepare them for life in society, but also will be an effective prevention of addictions, all members of the school community should know their role and cooperate with other members of the community with commitment.

The parents have a key influence on addiction prevention and their children's development of social and personal competences. Certain family backgrounds are protective factors against the abuse of technology, such as maternal or paternal interest. There are also factors related to the functioning of the family that affect the abuse of ICT, e.g. lack of support, dysfunctional behaviour of one or both parents, conflicts in the family.

As Magdalena Rowicka points out, "in the case of behavioural addictions, research on protective and risk factors is limited, although the results of evaluations of programs using educational strategies suggest a significant impact of psychosocial deficits on engaging in





problem behaviours (including gambling, computer abuse, compulsive shopping or compulsive exercise).”

Due to the different level of knowledge and awareness of parents, they are not always able to detect irregularities in the functioning of children. That is why the attitude and role of teachers becomes so important. They have a chance to notice factors that may influence the development of ICT addiction by observing their students at school. In particular, educators who have the most frequent contact with students and the broadest knowledge about their functioning during school classes are people who, on the part of the school, can play a key role in preventing ICT addiction. An important role is also played by pedagogues and school psychologists, who, thanks to their professional preparation, can effectively support educators in activities taking place at school.



The school community in counteracting ICT abuse

7.2. SCHEME OF COOPERATION BETWEEN THE SCHOOL AND PARENTS

1. During the first school meeting, the school representative presents to parents the assumptions of participation in the project “Technology is everywhere. Where is the balance?”. Parents, who express interest in taking part in the project, receive a tutorial that contains practical knowledge on recognizing signs of addiction to technology, addiction prevention and shaping personal and social competences of their children.



a) Each child, whose parents agreed, takes part in group activities carried out as part of the project.

b) In addition, the child can take part in individual activities at school (tutoring) and work with the parent at home to train personal and social competences.

c) Independently, a parent may attend parents meetings. These meetings aim to support parents who work with their children at home on the development of personal and social competences.

2. Using the parenting tutorial, a parent can identify their child's strengths and weaknesses in the area of personal and social competences, as well as the risk of technology abuse (using the list of competencies and questionnaires included in the parenting tutorial).

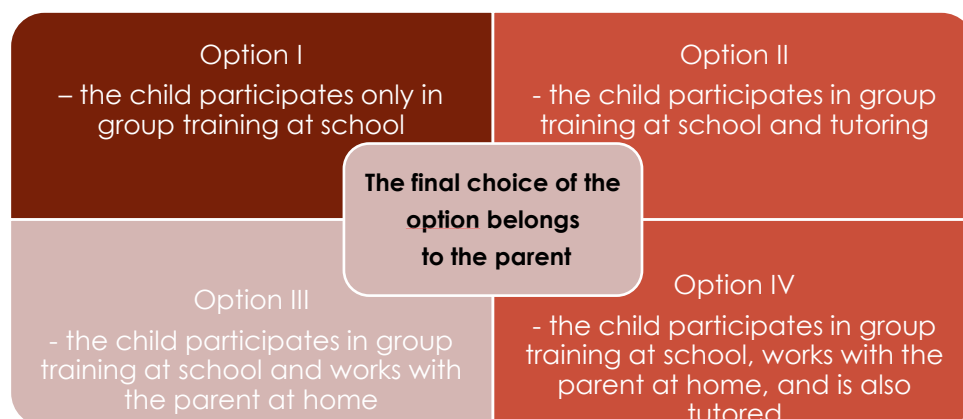
3. The parent contacts the school representative and consults the child's needs in the field of competency training, and then they determine the option of training that the child will be covered by, at the same time specifying the purpose of working with the child if the child is covered by individual work.

a) 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

b) Option II (recommended when it is not possible to work with the parent at home) - the child participates in group training and tutoring at school

c) 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

d) Option IV (maximum, recommended when the school representative and the parent decide that the child needs more individual support) - the child participates in group training and tutoring at school, and works with the parent at home.



Options of training that can be offered to a student



4. The parent, who is working with the child at home, is implementing activities aimed at achieving the assumed goal.

a) The parent acts as a trainer of personal and social competences in the home environment and also takes care of maintaining a balance in the use of technology by the child.

b) The role of the parent focuses on motivating the child to develop personal and social competences and maintaining a balance in the use of technology in everyday life.

c) The parent defines the purpose of working with the child, as well as the tasks that the child performs. His task is also to monitor the implementation of the task and give the child tips, hints and feedback.

d) To make a work with child effective, the parent should be a positive example for the child, because the child imitates him.

e) The parents may participate in meetings for parents organised at schools, during which they have the opportunity to exchange experiences with other parents, as well as take advantage of the advice of the staff of the school.

5. At the next meetings parents have the opportunity to discuss with other parents and the school representative the work carried out with the child at home.

The group discussion is intended to inspire and support each other. At the end of each meeting, the school representative asks each parent to indicate on a scale of 0-5 how much the child has come closer to achieving the goal (0-not at all, 5-achieved the goal) and asks parents to write down results, thanks to which the parent can observe the progress of the child in achieving the goal.

6. At the last meeting, the work is summarised. A representative of the school gives parents the opportunity to discuss the effects that children have achieved as a result of the training. During the meeting, parents are asked to complete a short survey on the effects of working together with the child, which is an opportunity for the parent to reflect on the process of working with the child.

7. If the child is covered by individual work with the teacher, the child works with the tutor at school, implementing activities aimed at achieving the assumed goal.

8. The parent can use the contacts provided by the school to local centres where parents can get support in developing their own competences.

9. If the school decides to organise meetings with specialists in the development of social and personal competences of parents, the parent can participate in such meetings at the school.





8. METHODS OF WORKING WITH CHILDREN IN THE FIELD OF SHAPING SOCIAL AND PERSONAL COMPETENCES (SOFT SKILLS) - TEACHER AS A TUTOR AND TRAINER OF SOFT SKILLS AT SCHOOL.

The minimum program implementation period is 3 months. Such time is necessary to carry out group training. At the same time, individual training takes place. If there are opportunities at school, both group and especially individual training should be extended to half a year.

8.1. WHAT IS TUTORING AIMED AT SHAPING SOCIAL AND PERSONAL COMPETENCES?

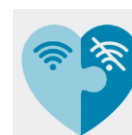
It is an individual method of working with a student based on the systematic work of the tutor and the student, the purpose of which is to support the student in the development of social and personal competences in accordance with his predispositions and capabilities. The tutor supports, inspires, motivates the student to look for their own way of developing competences and monitors the effects of the implementation of tasks set together with the student.

8.1.1. Why is tutoring effective in shaping social and personal competences?

Shaping social and personal skills of primary school students through tutoring can bring relatively quick and measurable results, because the meetings for which the student is preparing are preceded by the performance of tasks agreed with the tutor. These tasks can be both practical and theoretical and should aim at acquiring social and personal competences. In particular, the practical form of the tasks allows students to acquire specific skills in the area of personal and social competences. A student who successfully completes a task becomes convinced that he or she can be efficient.

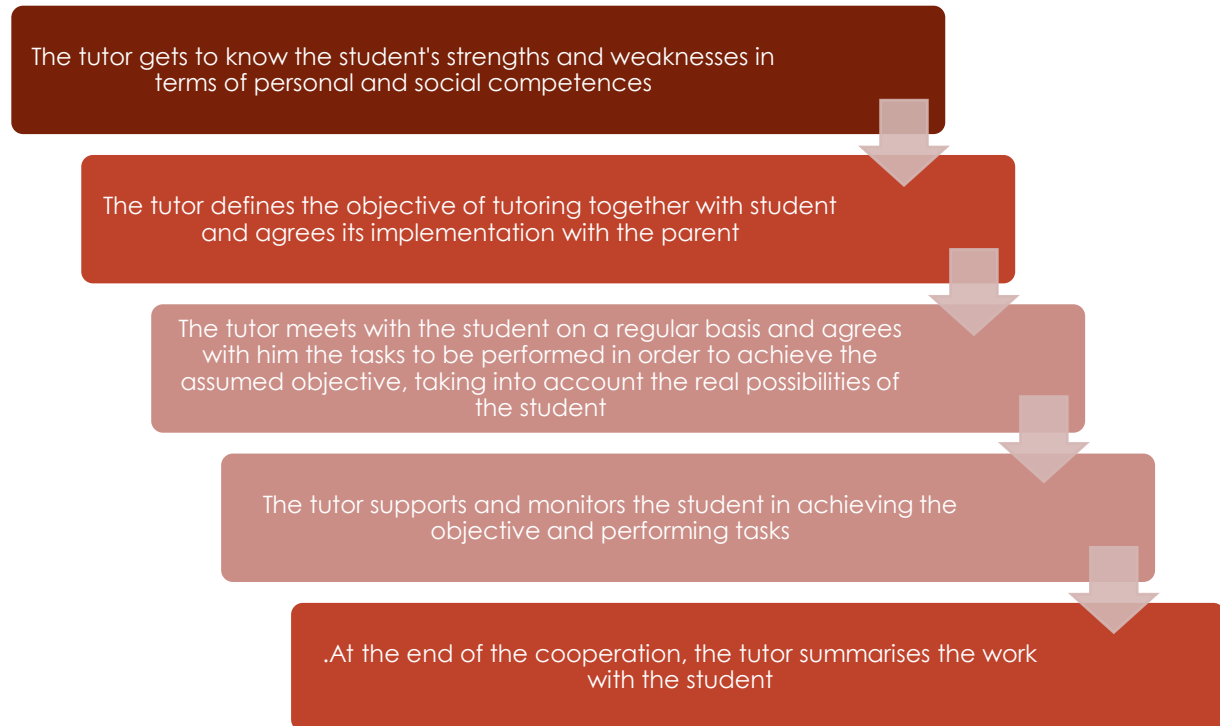
8.1.2. Who can be a tutor at school?

A tutor at school may be a teacher, in particular a class teacher, a school psychologist, a pedagogue.





8.1.3 How does the tutor's work with the student look like?



The stages of conducting the tutoring

1. The tutor gets to know the student's strengths and weaknesses in terms of personal and social competences

A student, whose parent has agreed to participate in tutoring, is invited by the tutor to the first meeting. **The first meeting should last at least half an hour due to the fact that the teacher needs to get to know the student's needs well, in particular his/her strengths and weaknesses in terms of personal and social competences.** The teacher can use the questionnaire to test the level of competence. After getting the answer from the student, he summarises the results.

2. The tutor defines the objective of tutoring together with student and agrees its implementation with the parent

The tutor and the student together set the objective of tutoring in terms of the development of personal and social competences, which the student will work on. The objective is consulted with the parent. If a parent has also expressed interest in supporting his child in the development of competences by participating in the project "Technology is everywhere. Where is the balance?" the teacher agrees with the parent whether the child will work on two independent objectives, one at school and the other at home, or if the goals coincide and then they determine what activities the student can carry out at home and which at school.





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EXAMPLES OF THE OBJECTIVES ADEQUATE TO THE DEVELOPED SKILLS



The ability to cooperate

The dynamically progressing automation of processes and data processing as well as globalisation mean that we work in teams more and more often. The ability to cooperate in diverse teams is becoming a particularly important competence for the future of the young generation.

Objective: Increasing participation in group activities



Effective communication skills, including assertiveness

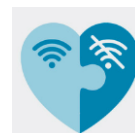
Modern technologies, which are currently the main information transmitter, are an integral part of everyday life of today's young generation. On the one hand, they are helpful in the process of gaining knowledge, pursuing passions and quick communication with peers, but on the other hand, virtual communication decreases the interactions of participants, which may result in limiting social contacts and even social isolation. This can then result in a reduction in the ability to express feelings and emotions, and lead to a low level of social competence as well as an impoverishment of vocabulary.

Objective: Increasing the frequency of live communication

Objective: To improve listening skills

Objective: To improve the ability to express yourself clearly

An important element of effective communication is assertiveness, which is the ability to express one's own opinion, feelings and attitudes in a way that does not violate the rights of others and one's own. Assertive people are able to take care of what is important to them, showing respect to those around them. Therefore, they are respected, valued and liked by other people.





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Objective: Learn to express your needs

Objective: Learn to express your opinion



Adequate resource-based self-esteem

Self-esteem is shaped by many factors, including: early childhood experiences, the type of communication at home, relations with siblings, the way of functioning among peers. Low self-esteem means that a person does not fight for his rights and does not fully use his potential, which lowers the quality of his life. A person with adequate self-esteem is aware of his resources, makes decisions that have a positive impact on his life, and thus copes better with the hardships of everyday life and has greater satisfaction with his life.

Objective: To increase awareness of possessed features and predispositions

Objective: Raising awareness of agency

3.The tutor meets with the student on a regular basis and agrees with him the tasks to be performed in order to achieve the assumed objective, taking into account the real possibilities of the student.

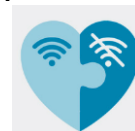
The tutor plans tasks that the student can perform to get closer to achieving the objective. The student must agree to realise each task. If he is not motivated to perform the task, the results of the work will not be satisfactory.

EXAMPLES OF THE TASKS TO BE COMPLETED BY THE STUDENT



The ability to cooperate

Objective: Increasing participation in group activities





Tasks:

- ask the student to suggest a friend or colleague to do homework together or study for a test
- ask the student to suggest a group of colleagues to do some activities during breaks, e.g. playing or after school, e.g. playing volleyball, football, roller skating
- ask the student to persuade a few friends to carry out a joint action, e.g. we help a friend who is in a difficult situation; we clean the school grounds, etc; we organise a collection of things for those in need, e.g. refugees, elderly people, a friend who is in a difficult situation;
- present the student (after agreeing with the parent) the offer of additional activities organised at school and ask him/her to consider participating in one of them



Effective communication skills, including assertiveness

Objective: Increasing the frequency of live communication

Tasks:

- ask the student to join a group of friends who are talking during the break and to speak up
- ask the student to talk at least once a day with a friend with whom he/she keeps in touch rarely (about something related to him/her, e.g. what he/she likes to do when he/she has free time)
- ask the student to fix up any issue, which he would normally deal with via Messenger, live

Objective: To improve listening skills

Tasks:

- tell the student that he could ask teachers more questions, when he does not understand something,
- tell the student that he could ask college more questions during an interesting conversation, to know more about the subject

Objective: To improve the ability to express yourself clearly

Tasks:

- ask the student to tell in detail how he spent the last weekend and ask detailed questions to find out as much as possible.



- ask the student to talk about the best day and to justify why he think that day was the best.
- ask the student to speak during the lesson if he or she is interested in a topic

Objective: Learn to express your needs

Tasks:

- tell the student to imagine that a friend asks him for something that he does not want to do, and let him think about how he could express it so as not to make that person sad. Being in a similar situation, in reality, ask him to try to refuse in such a way as not to make this person sad
- tell the student to imagine that he wants a friend to help him with something and to think about how he could ask that person so that he or she does not feel forced to do it. Being in a similar situation in reality, ask him to try to express his request in such a way as not to put pressure on his colleague

Objective: Learn to express your opinion

Tasks:

- tell the student to remember a time when he participated in a conversation and had an opinion that he did not express. What would he say then? Would he be respectful to his colleagues by saying this? Ask him to speak in such a way that none of his colleagues will feel offended, when similar situation will happen

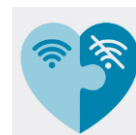


Adequate resource-based self-esteem

Objective: To increase awareness of possessed features and predispositions

Tasks:

- ask the student to write down his strengths, and think about how he can use them in everyday life
- ask the student to think about difficulties he faces in everyday life, and what he can do to overcome these difficulties
- tell the student to ask his friend why he likes him, and then find out how he felt when he heard his friend's opinion





Objective: Raising awareness of agency

Tasks:

- tell the student to ask the teacher how he can improve a grade that he is not satisfied with, and then to do what the teacher suggests
- suggest that the student can ask the teacher to explain again, when he does not understand something during the lesson
- ask the student to think of a difficult situation he dealt with and to tell how he felt at that time.
- ask the student to think about a difficult situation he couldn't handle and to tell how he felt then, and what he could do if the situation happened again. If the student does not have an idea, the tutor can support him by guiding him, prompting.

4. The tutor supports and monitors the student in achieving the objective and performing tasks.

It is recommended that the tutor organises meetings on a regular basis, e.g. once every two or three weeks, in order to monitor the implementation of tasks. Meetings can take place at any time, e.g. during breaks, after lessons. Meetings last from a few minutes to half an hour, depending on the task that the student had to perform. The tutor monitors the implementation of tasks, motivating the student and giving him feedback on the completed task.

The tutor asks questions motivating to complete the task, as well as checking how the process is going.



The tutor can also give the student tips to help complete the task.

After completing the task, the tutor gives feedback to the student.

At the beginning of giving feedback, the tutor gives the student a positive message about the task and

Question suggestions:

1. Please remind me what task you had to complete.
2. What have you achieved?
3. What did it teach you?
4. How did you feel when you did it?
5. How can you use this experience in the future?
6. What have you failed to achieve?
7. What was difficult for you?
8. What can you do to make it work next time?
9. Imagine you did it, what do you feel then?
10. What or who can help you do this?





emphasises the good sides of his behaviour. Then he points out what he could improve if he notices such areas. It is important not to arouse negative emotions in the student. The tutor can indicate a specific change and show what benefits the student will achieve from its implementation. Finally, it is worth stressing that he believes in the student's abilities and supports him. The tutor can also tell the student about his strengths and remind that the student can get support from the tutor.

5. At the end of the cooperation, the tutor summarises the work with the student

After completing the planned tasks, the tutor ends cooperation with the student by providing him with summary information about his work. He also encourages the student to share his opinion about the work.



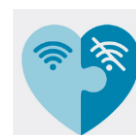
The tutor may ask the student several questions, such as:

1. Which tasks were the most difficult for you?
2. Which tasks were the easiest for you?
3. What have you learned while working together?
4. What gave you the fact that you learned ...
5. How can you use it at school or outside of school?

In the summary, the teacher says what he thinks the child did well, and what results he thinks he has achieved. He can also give the student areas for improvement using tips on giving feedback after completing tasks.

Tutor encourages the child to continue what he has learned in everyday life, referring to the benefits that the child will have from acquiring this skill (see the description of the usefulness of the competencies above)

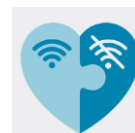
After summarising the effects of cooperation with the student, the teacher prepares a short report summarising the work with the student (template attached), to which the child's parent has access.





8.2. BASIC ASSUMPTIONS OF GROUP TRAINING PROGRAMM AIMED AT SHAPING SOCIAL AND PERSONAL COMPETENCES IN THE CONTEXT OF ICT DEVELOPMENT

- 1. The group training for students is realised to prevent development of ICT addiction and its program is based on the strategy focused on:**
 - personal and social competences development
 - gaining knowledge and skills helpful in sustainable use of ICT.
- 2. Students who will be covered by training will gain the following knowledge:**
 - what are behavioral addictions
 - what are the symptoms of abuse and addiction to technology
 - what are the consequences of technology abuse
 - how to use technology safely
- 3. Students who will be covered by training will develop the following skills:**
 - Ability to recognize and constructively experience emotions
 - Adequate resource-based self-esteem
 - Effective communication skills, including assertiveness
 - The ability to cooperate
- 4. The group training is the basic form of activities realised at school.**
- 5. It is recommended to choose the person conducting the training among teachers who are class tutors.** School psychologists or pedagogues could realise the training as well.
- 6. School representatives who were chosen to realise the training use the lesson plans attached to the tutorial.** They include the tips on how to work with a group, ready scenarios of lessons with the detailed description of activities to realise during the training of personal and social competences, and the content for the lessons developing knowledge of the sustainable use of ICT.
- 7. There are two types of lesson plans:**
 - Lesson plans aimed at students aged 6-9
 - Lesson plans aimed at students aged 10-14
- 8. Organisational tips:**
 - It is recommended to realise the training once a week, but at least once every two weeks.
 - Depending on the specificity of the group you can realize only basic activities, but you can add extra activities as well. Don't hesitate to implement your own ideas if you have experience.





9. METHODS OF MOTIVATING PARENTS TO DEVELOP THEIR CHILDREN SOCIAL AND PERSONAL COMPETENCES - A TEACHER AS A COACH

9.1. WHAT IS COACHING?

Coaching is a method which essence is to inspire and motivate the coachee to achieve the intended goals by asking questions. In coaching, open questions are asked, which force an extensive answer and evoke a wide context of the statement, which motivates the interlocutor to think, and thus to look for different solutions and possibilities. In coaching, it is important not only what happens during meetings, but also how a person uses their reflections in practice. Coaching is neither counselling or therapy. The person being coached is the most active actor. **The main strength of coaching is that the coachee comes to conclusions and introduces them in everyday life.** Coaching is a method that can be used both individually and in groups.

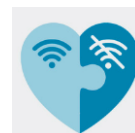
9.2. WHY IS COACHING EFFECTIVE IN MOTIVATING PARENTS TO DEVELOP THE SOCIAL AND PERSONAL COMPETENCES OF THEIR CHILDREN?

The school has limited opportunities to influence the development of students' social and personal competences, because many of them are acquired at home. **It should be emphasised that family circumstances may be protective factors or risk factors in the development of addiction to technology, therefore the use of prevention by developing social and personal competences of children and adolescents can protect them from abuse of technology.** Among the protective factors, an important place is taken by the interest of the child on the mother's or father's side, therefore the involvement of parents in the process of shaping the social and personal competences of their children is necessary for the prevention to be effective.



From the point of view of the school implementing the project, it is important to motivate parents to work with children. One of the methods that can be used is a coaching method of motivating parents to become trainers of their children's soft skills.

As the essence of coaching is to inspire and motivate to achieve the intended objectives by asking questions, a school representative, becoming a coach for a group of parents, can



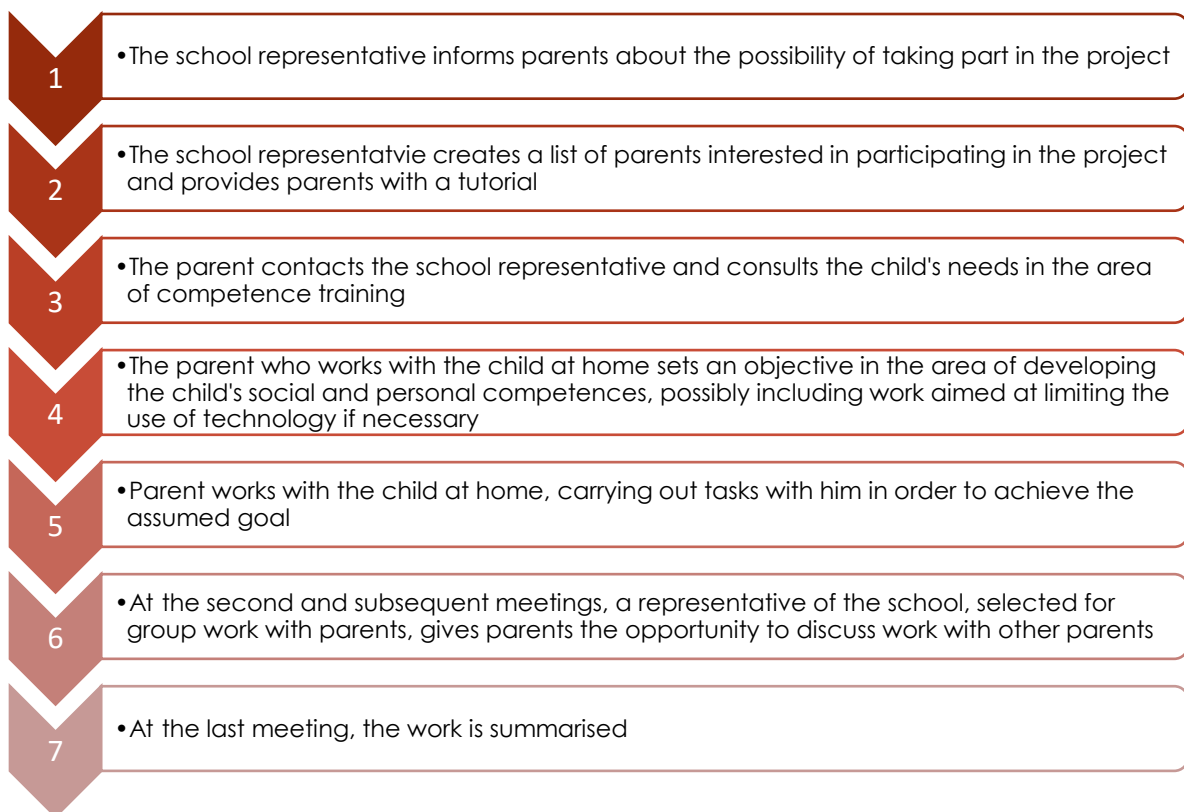


effectively influence their motivation to develop their children's competences during meetings. The group discussion, encouraged by the school representative, is intended to inspire and motivate parents.

Each parent may be motivated by different things, and each student has different strengths and weaknesses, so this method of motivating seems to be universal.

Each parent can talk about their difficulties, successes, as well as ways that worked or not in cooperation with his child. He can also be inspired by examples presented by other parents, which he can then use in his work with his own child.

9.3. HOW TO WORK WITH PARENTS?



Stages of cooperation with parents during group meetings

1. During the first meeting, the school representative informs parents about the possibility of taking part in the project “Technology is everywhere. Where is the balance?”, which aims to prevent addictions to technology. He also presents shortly on behavioural addictions and methods of prevention, including the development of personal and social competences (presentation attached).

2. The school representative creates a list of parents interested in participating in the project and provides parents with a tutorial that contains practical knowledge on recognizing signs of



addiction to technology, addiction prevention and shaping personal and social competences of children.

3. The parent contacts the school representative and consults the child's needs in the area of competence training. The parent has the opportunity to determine the level of competences at home, as well as determine the risk of technology abuse, using the list of competences and questionnaires included in the tutorial for parents. The parent and the school representative decide on the options of training that the child will be covered with:

a) 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

b) Option II (recommended when it is not possible to work with the parent at home) - the child participates in group training at school and tutoring

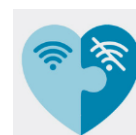
c) Option III (recommended when the school representative and the parent decide that tutoring is not necessary because the child has good conditions to work individually with the parent) - the child participates in group training and works with the parent at home

d) Option IV (maximum variant, 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

4. The parent who works with the child at home sets an objective in the area of developing the child's social and personal competences, possibly including work aimed at limiting the use of technology if necessary. If the child is also tutored, it is recommended that the tutor contact the parent to determine how objectives will be realised. If the objectives realised at home are similar with the ones realised at school, tutor and parent need to agree which tasks will be carried out during tutoring and which during training at home.



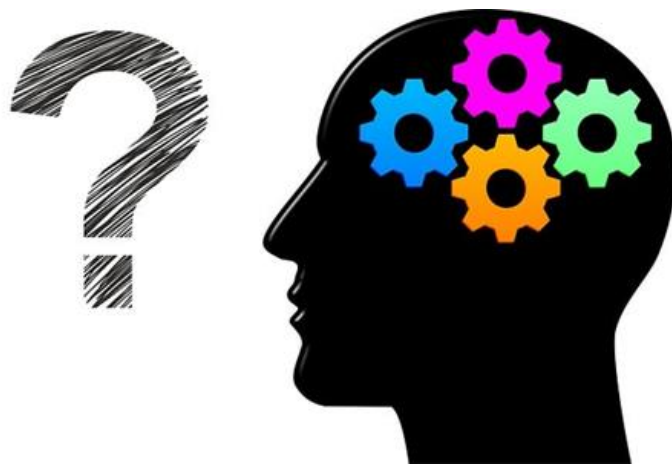
5. Parent work with the child at home, carrying out tasks with him in order to achieve the assumed goal.





6. At the second and subsequent meetings, a representative of the school, selected for group work with parents, gives parents the opportunity to discuss work with other parents. A representative of the school is the moderator of the discussion and asks questions, which parents answer in the forum of the group. If parents need individual consultation, they make an appointment with a school representative.

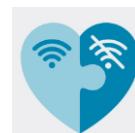
The school representative supports parents in particular by asking open questions about work.



Open questions are questions that force an extensive answer and evoke a broad context of the statement, which motivates the interlocutor to think, and thus to look for different solutions and possibilities. Closed questions should be avoided, because the answer to them assumes obtaining only three answers: "yes", "no", and "I don't know". In the context of achieving the goal of working with a child, closed questions usually do not inspire a parent to look for new areas and solutions in working with a child.

OPEN QUESTIONS

- How do you assess your child's motivation to work?
- How do you assess your motivation to work with a child?
- What can additionally motivate you to work?
- What can additionally motivate a child to work?
- What first/following effects did you notice?
- How does the child react to homework?
- What makes a child successful in completing tasks?
- What causes failures?
- What working methods which you use give the best results?
- How do you react to working with a child?
- What difficulties do you see in working with your child?
- What can you do to overcome these difficulties?
- What else can you do to bring your child closer to the objective? (at the end of the meeting)





In exceptional situations, especially when you want to obtain knowledge about facts, you can ask closed questions.

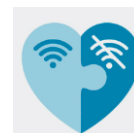


CLOSED QUESTIONS

- Do you see the need to modify the objective? (in a situation when a parent notices during work that the objective is not entirely accurate) If so, what should this modification look like?
- Can we summarise the meeting?
- Do you choose this solution?

The group discussion is aimed at mutual support and inspiration of parents, therefore the teacher is only a moderator asking coaching questions.

At the end of each meeting, the teacher asks each parent to indicate on a scale of 0-5 how much the child has come closer to achieving the objective (0-not achieved the objective at all, 5-achieved the objective) and asks parents to write down the indicated results after each meeting, thanks to which parents will be able to monitor the progress of the child's achievement of the objective.





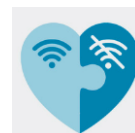
Where possible, a school representative may reserve time for one-on-one interviews with parent

7. At the last meeting, the work is summarised. The representative of the school is the moderator of the discussion summarising the work of parents with children. During the meeting, parents are asked to complete a short survey on the effects of the work (survey attached), which is an opportunity for the parent to reflect on the process of working with the child.



Examples of questions to ask parents:

- What effects did the child achieve thanks to competence training at home?
- What working methods worked best during the training?
- What methods have not been effective?
- What benefits of the training may the child have in the future?
- What has changed in the child-parent relationship thanks to the training?
- What additional benefits have appeared for the child not related to the purpose of the training?
- What benefits does the parent see for himself as a result of taking up work with the child?
- What can a parent do to use the experience gained while working with a child?





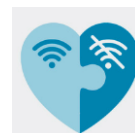
10. TIPS FOR THE MANAGEMENT OF THE SCHOOL

10.1. RECOMMENDATIONS

- 1. All the recommendations included in the tutorial are the proposal. They were tested in two countries (Poland and Spain). If you notice that some of them are not possible to introduce in your school, you can adapt the proposed solutions to the needs of your school.**
- 2. Take into account the educational system of your country and try to indicate the elements which do not match the solutions proposed in the model of the teaching toolkit implementing.**

Especially they may concern:

- The period of implementation. Organisation of the school year might be different depending on the country. When you are planning to implement the project, adapt it to your conditions, but remember that the most appropriate period is about 6 months. The recommendation resulting from pilot implementation is to prepare for the introduction in October and November and implement from December to May.
 - The age of students. The age of primary school students is different in EU countries. Take into account the age of the students for which the teaching toolkit is addressed. There are two groups: 6-9 and 10-14 years old. You can implement it in the secondary school if your school has students this age.
 - The structure of teaching staff at school and their duties could be different in EU countries. But still you can implement the teaching toolkit, because you can divide tasks among the staff which you have.
 - Take into account the social background as well. School community could be more or less interested in joint activities. You might need some extra solutions to engage members of the community in the project. Then try to invent ways which can positively affect their motivation.
- 3. The parents may be more or less aware of the risks connected with ICT abuse. The level of their parental competences could be different too. Take it into account planning the implementation. You might recommend them extra support, eg. offered by other specialized institutions.**





4. Introduce at school the agenda of events and good practices.

To strengthen the school community, it is recommended to organise a place where parents, students and teachers can inform each other about interesting initiatives, events, good practices which could be useful for other members of the school community. Each school can organise this place as their members wish. It could be discussed among them.



The benefits of the agenda of events and good practices:

- There will be school community integration
- Community members will inspire each other how to spend free time in an interesting way and how to develop social and personal competencies
- There will be the base of activities which could be used not only by participants of the project, but also by other members of school community

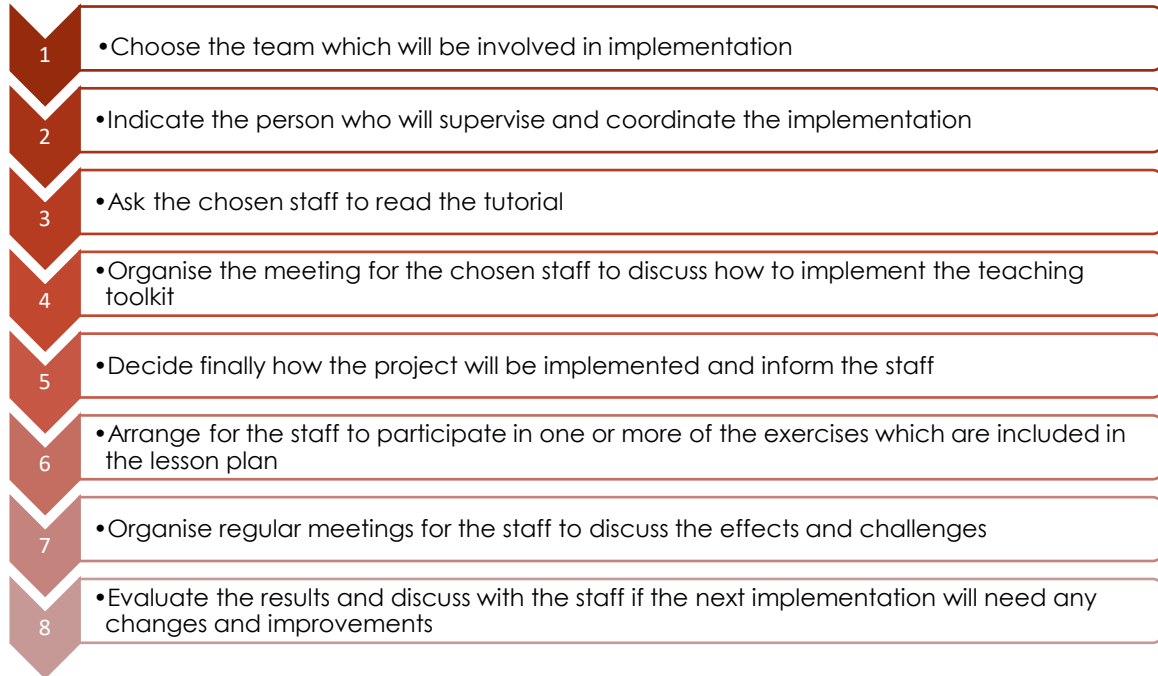
Examples of information which could be shared:

- cultural events like concerts, exhibitions, theatrical performances
- sport events like matches, contests
- social initiatives like actions for helping disabled people or other people in need,
- environmental activities like cleaning the forest,
- ways of spending time by families together which parents checked during the training with their children
- exercises invented by parents or teachers which helped students to develop their competences,
- projects which teachers realised with students
- ways of spending free time which students liked



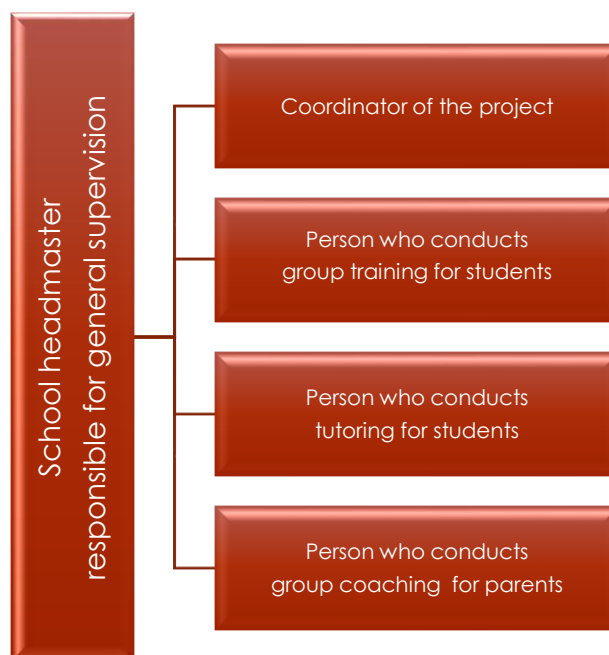


10.2. HOW TO IMPLEMENT THE PROJECT IN A SCHOOL STEP BY STEP

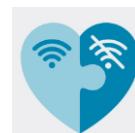


Stages of project implementation

1. **Choose the team which could be involved in a teaching toolkit implementing. Results of pilot implementation showed that a team consisted of a pedagogue, a psychologist, a representative of the school management and class teachers enables the efficient implementation of the toolkit**



Team members' roles



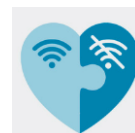


2. **Indicate the representative of the school whose task will be to supervise project implementation.**
3. **Ask the chosen staff to read the tutorial for teachers.**
4. **Organise the meeting for the chosen staff to discuss how to implement the teaching toolkit, especially refer to:**
 - Duties of each member of the team (who will conduct the group training, who will work with students individually (tutoring), who will be a coach for parents during group meetings, what will be the role of the pedagogue and psychologist, who will be responsible for agenda of events and good practices)
 - The classes which will take part in the initial implementation
 - How long and when to realise the support
 - How will be organised communication between the members of the team and parents
 - How to attract the parents to involve
 - How to organise the meetings for parents (on-line or at school or hybrid, how often)



One person may have more than one role in a team, eg. a teacher may both conduct group classes and coordinate the project.

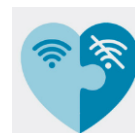
5. **Decide finally how the project will be implemented and inform the staff.**
6. **Before the implementation, arrange for the staff to participate in one or more of the exercises which are included in the lesson plan. It will be good training for them to learn from their own experience how these exercises work.**
7. **When the project is being implemented, organise regular meetings for the staff to discuss the effects and challenges.**
8. **When the implementation will be finished evaluate the results and discuss with the staff if the next implementation will need any changes and improvements.**





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