



**Out of The Net**  
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# OUT OF THE NET

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## Good Practices on Hikikomori Syndrome Prevention in the educational environment

Intellectual Output 4



Polo Europeo  
della Conoscenza 



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# The Hikikomori Phenomenon

The term Hikikomori is derived from the Japanese word 引籠もり which consists of two characters: 'hiku' which means 'pull' and 'komoru' which means 'isolated space', 'basket', or 'social isolation'.

Hikikomori (a form of social withdrawal) describes behavior in which adolescents and young adults refuse all real life (excluding virtual) contacts with society and withdraw from all social activities. This syndrome is also called abnormal withdrawal from social contact.

It is a phenomenon in which young adults who have either graduated from high school or university, or who have dropped out and not completed their education, do not take up employment but rather cut off contact with society and confine their lives mainly to the family home. In Japan the hikikomori syndrome is more often related to men (76.4%).

The Japanese Ministry of Health, Labour and Welfare defined hikikomori as a state in which a young person:

1. Mainly stays at home.
2. Cannot or does not engage in social activities such as going to school or working.
3. Has continued in this state for more than 6 months.
4. Has neither a psychotic pathology nor medium to lower level mental retardation.
5. Has no close friends.

Being quite widespread in Japan, there is research and reports confirming that people with the hikikomori syndrome are also found in South Korea, the UK, Oman, Spain, Italy, etc.

## Psychological patterns

- Compensatory motivation of avoiding failure
- Anxiety, fear, phobias
- Distress
- Game addiction (online video games)
- Loneliness
- Apathy, sub depressive, disorder, depressive and asocial attitude
- Inadequate self-judgement
- Egoism
- Infantile personality (reluctant to take responsibility for one's own life, unable to make decisions, inclined to blaming others)
- Protesting against parental and social pressure that deprives of personal choice
- Suppression (frustration) of basic needs, such as communication, vital needs, clean and orderly living space, etc.
- Potential suicidal tendencies
- Agoraphobia

## Social Patterns

- Social isolation (social withdrawal, reclusion)
- Social maladaptation (avoiding communication, reserved demeanor, lower emotional response, etc.)
- Aggression towards others
- Addictive behavioral patterns
- "Social protest, renunciation of consumerist society, its rules and hypocrisy"
- Rejecting rules and norms of common social life
- Absence of live relationships with people, avoidance of social duties, emotional connection, care, engagement

## Trigger factors

### *Autopathic (primary hikikomori)*

- Genetic pre-requisites of social phobia
- Autism
- Mental disorders

### *Psychological and social (secondary hikikomori)*

- Bullying and other stressful experiences
- Non-balanced conflict relationships in a family, authoritarian parents
- Rejection by peers (low social status, social outcast)
- Experience of failure

## Good Practices

A collection of good practices is summarized in the table below, described by name, age group, school subject, duration and locality. The complete collection of good practices that have been developed can be found at <https://outofthenet.altervista.org/>. The research has been done in the following countries: Spain, Poland, Lithuania, Bulgaria, and Italy. It is worth stressing that documented examples of teaching and learning practices for integrated Hikikomori Syndrome Prevention in the educational environment.

Title of the Activity	Age Group	Main area of activity	Duration
Beauty and wonders of craft by children's hands	8-13 years	Art and creativity	Short version: 2 hours; Long version: 2 hours per week
Bird Feeders and nests	6-7 years	Nature	1 month
Circles	10-11 years	Art and creativity	40-50 minutes
Creative Interaction Group	10-14 years	Music	4 hours
Group classes with elements of hippotherapy	11-14 years	Nature	5 hours
Kids seminars - Use and overuse of screens	7-12 years	Seminars	5 hours
Leisure and net (OciRed)	6-12 years	Long term programmes	4 sessions per month with pupils 1 seminar with parents each two months
Let's go out and live the city	7-11 years	Outdoor activities	2-3 hours
Parents seminars: Kids and screens - responsible use of devices	Infant and Primary school	Seminars	1 session of 2 hours each quarter
School-Podcast: What do we	7-16 years	Art and creativity	Short radio podcast- 45

do at weekend?			minutes and 2 hours of previous preparation
Sightseeing tourism	11-14 years	Outdoor activities	4 hours
Sound fairy tale	8-12 years	Music	5 hours 3 different lessons
The sound of our world: the soundscape of our environment	8-12 years	Music	5 hours 3 different lessons
Weekend Children's Camp	6-14 years	Long term programmes	3 hours each lesson (10 meetings)
Workshops for children and parents	11-14 years	Seminars	6 hours
Youth leaders program	11-14 years	Long term programmes	5 hours

# Nature

## Group classes with elements of hippotherapy

### Description of the activity

This activity foresees weekly workshops thanks to which young people have the opportunity to go outside the urban area. Through activities conducted at the horse stud, students experience direct contact with nature and animals. Apart from the possibility of learning horseback riding, an additional attraction and strengthening of the therapeutic nature of the activity is the taking care of the animals.

### Attitudes addressed

- Stimulate curiosity about the world, new passions and interests
- Improve the sense of responsibility
- Enhance emotional sphere
- Establish social interactions between participants in the real world
- Build a sense of belonging to a group
- Build responsibility for the nature
- Enhance passions and interests
- Creating interpersonal bonds
- Increase the level of self-esteem and self-confidence
- Promote public speaking
- Increase creativeness
- Create a space for a creative and inspiring way of spending time

### Evaluation strategy

The teacher/educator can evaluate:

- children's participation considering the level of involvement in the task, in the main activity and in the creation of the final product
- children's understanding of the aims of the activity, proposing some simple written reflective open questions, similar to those in the debriefing phase

### Age group

11-14 years

### Aims of the activity

- Becoming aware of animals and nature
- Creating small social groups
- Creating a communication space between students
- Increasing the level of trust in the sense of one's own skills

### Duration

5 hours (1 for the trip, 3 for the main activity, 1 for coming back from the trip);  
Hippotherapy is suggested to be performed at least 1/week

### Setting

Outdoor

### Materials

Access to green areas and studs

### Country

Poland

## Bird Feeders and nests

### Description of the activity

This activity is for children and parents. The activities in it show parents how they can connect with their children, engage and educate them in a family environment.

The family makes a bird feeder and/or birdhouse with joint efforts. Parents and children explore the species, food and lifestyle of a selected local bird. The family has a common goal and unites in an atmosphere of trust, care, warmth.

*Parents* plan, demonstrate skills, and show the child how knowledge is sought and acquired. *The child* also plays an important role. It introduces the product to the school, demonstrates knowledge, explains the craftsmanship and the importance of details for the comfort of the gifted bird. The child explains the tasks of each member of the family (even the youngest) and shares his impressions of the joint work.

In a joint event, the children, parents and teacher check off a list prepared by the parents that they have taken care of all the local birds. *It is possible that there is a "sad" bird that has not received a feeder or house now.* If this has happened, "future plans" are made. The activities end with an emotional hanging of the products in the park or in the school yard.

#### 1). Preparation of the activity.

The teacher proposes to parents and children take care for the birds, making bird feeders and nests as part of usual pre-Primary curriculum. He/ She provides a simple information about the species in a curriculum but asks the Family members to enrich it with species of birds that nest and live in the region. Each family chose the bird itself and decide what to produce and how their idea should look like.

2) All family members could participate independently using their own skills. The teacher explains the importance of the role of parents, as a learning model, and the role of the child as a presenter of team family work

3) The teacher gives to parents the background information and useful details of nestbuilding and feeding: *size, materials, and type of food they need.*

4) The teacher instructs parents and children to use natural materials, to ensure the birds comfort and natural care. They provide also examples on how "The Birds feeders" should be made

5) The family has a week to prepare the bird feeder.

6) The date of the event is sets and each child has the opportunity to present his/her family craft.

7) the same day parents and children go to the park and hang the feeders and homes on the places they find are proper for the chosen bird.

Usually, excitement arise when the families hang the feeders on the trees in the yard. The teacher encourages all and many conversations about why care/ nature conservation, how we can do it, how and why we help.

### Age group

6-7 years

### Aims of the activity

- Improve the natural (family) parent-child relationship by taking care for Birds.
- Practice activities that unite and create similar interests outside the screens and the virtual world, provoke handmade and artistic objects, bring together parents, children, educators

### Duration

1 month

### Setting

In door (in school, at home) & Outdoor

### Materials

All types of handy materials suitable for reuse

### Country

Bulgaria



## Attitudes addressed

- enthusiasm at school
- open approach to society / family
- ability to show oneself / self-estimation
- desire to belong to a group
- need to draw attention / be a leader
- filtering popular behavioral trends and adopt personal choices
- imitating adult behavior
- improve personal beliefs
- find positive goals in life
- build the sense of family offering mobilization of mutual learning occurred at individual, family and institutional level.

## Evaluation strategy

Conducting a survey-interview with the children before and after the activity, as well as a survey with the parents





# Outdoor activities

## Sightseeing tourism

### Description of the activity

1) The main aim of this activity is the education of young people through the use of sightseeing tourism. As part of the project, there are cyclical mountain trips. During one or several-day trips, young people have the opportunity to get to know a mountain region in Poland, overcome several kilometers long routes, and climb famous mountain peaks. Each trip of this type includes survival and outdoor elements, allowing participants to overcome their own weaknesses. Due to the popularization of tourism nowadays, it has become one of the spheres of social life. Thanks to these activities, young people can get to know it and actively participate.

2) During the summary group of pupils and teachers participate in a conversation about the emotional difficulties that arose during the implementation of the project

### Attitudes addressed

- improve self-esteem
- Building a sense of belonging to a group
- collaboration and sharing common goals with peers
- becoming aware of and experiencing the natural environment around us
- learn teamwork
- making sense of free time; interests development
- improve social competences, communication skills
- consistently pursue goals

### Evaluation strategy

The teacher/educator can evaluate:

- children's participation considering the level of involvement in the task, in the main activity and in the creation of the final product
- children's understanding of the aims of the activity, proposing some simple written reflective open questions, similar to those in the debriefing phase

### Age group

11-14 years

### Aims of the activity

- Provide the teachers with practical examples of activities to encourage the children to work together,
- Acquiring new, positive experiences;
- Getting to know the natural environment;
- Experience of contact with nature;
- Getting to know the new space of social activity
- Establishing social interactions between participants in the real world
- Creating small social group
- Building responsibility for the group indicating one of the forms of active leisure

### Duration

4 hours (1 for the organization, 2 for the main activity, 1 for summary)

### Setting

Outdoor (school trip)

### Materials

Maps, guides, provisions, tents, navigation instruments

### Country

Poland

## Let's go out and live the city

### Description of the activity

Teachers organize field trip in the city center, to get to know it and the cultural heritage. Children will enjoy its history and its stories, discover its art, and have fun together, strengthening the social bonds among the class-mates and the social cooperation skills.

Teachers can prepare different activities to involve the children in an active discovery of the city:

- Presentation of the place with stories and riddles
- Treasure hunts in groups
- Group reconstructions of the buildings with various materials
- Quiz games and hunting for the objects of the answers
- Mosaics
- Self-re-order according to stories and images
- Activities to induce the children to ask questions
- Guess the material by touching it with closed eyes
- Observe and speculate on the possible use/aim of the objects
- Create videos with their drawings or photos

### Attitudes addressed

- increase enthusiasm at going out, improve one's self-esteem
- develop an open approach to schoolmates' suggestions
- respect other groups' choices
- feel part of a group, learn teamwork
- find positive goals in life
- do something active in the open air together with others
- discover a new hobby or interest or passion which might give them a reason to go out
- learn about the history and the art of both the city and the country in general

### Evaluation strategy

The evaluation will be based on the observation of the progresses of the children from a reticent, timorous and diffident approach to group activities, to confident, daring and collaborative cooperation.

### Age group

7-11 years

### Aims of the activity

- Provide the teachers with practical examples of activities to encourage the children to work together, in the open air, observing what's around them.

### Duration

Short school trips of 2-3 hours each

### Setting

Outdoor (school trip)

### Materials

Pens, colours, glue, stones, pieces of wood, textiles, cameras, images, etc.

### Country

Italy

# Art and creativity

## Beauty and wonders of craft by children's hands

### Description of the activity

This activity is a crafting workshop that develops children's skills and sense of beauty. The activities in it are application, folding and gluing, and the tasks are selected to illustrate how the Art reflects on people. The workshop ends with an exhibition. Children will explore, discuss and work in groups of interests. They will help and learn skills from each other as they make beautiful models of buildings, portraits of fairy tale characters, landscapes of places they have seen, liked or imagined.

### Progress of the activity

1) Start the activity in class. Lead it as a lesson in history, geography, culture.

2) Show to students sights from different countries, Tell them legends and/or tales related to places. Let them mention some favourite film characters and their costumes, etc.

3) To make the crafting workshop more cognitive, trace the place with an author's life (if possible) and with his/her author's creation and the creation of characters.

*Example. France, Charles Perrault - Cinderella. Castles in Germany, Brothers Grimm - dwarves. Roman mosaics-sea-Legends of ancient heroes.* Use the content in your textbooks.

4) Divide the children in groups. On each table leave colored paper, scissors, glue, line, felt-tip pens and any materials for making Mosaics: Stories and characters, costumes; Places, pictures, Images

5) The children could not be skilled enough, be ready to conduct a mini course on skills for appliqué, for mosaic.

6) Let the students try as much as they want different techniques of crafting and combine them.

7) You can also use the techniques which has never been introduced before.

5) Link it to the lesson, or choose your folding technique that you already know. <https://www.youtube.com/watch?v=y80F4dmUSBs>

6) Give students time for crafting and creativity. Time to enjoy working together and socializing.

7) End the workshop with a display to invite guests and children to feel the admiration of the beauty they have created

### Attitudes addressed

- More enjoyable time at school
- develop an open approach to schoolmates' suggestions
- improve one's self-esteem
- learn teamwork
- making sense of free time; interests' development
- find positive goals in life
- Confident development sharing visions and experience

### Age group

8-13 years

### Aims of the activity

- To create active and joyful communication and learning environment;
- practical examples of activities to spend useful time with the children to share and mastering together.
- Boost students' confidence and self-esteem

### Duration

Short version: 2 hours;

Long version: 2 hours per week

### Setting

Indoor

### Materials

Paper, pencils, scissors, glue, etc.

### Country

Bulgaria

with others

- Skills to communicate with adults (parents, teachers, visitors of exhibitions)

### Evaluation strategy

The evaluation is based on the observation and group comments focused on the beauty and art itself



# School-Podcast: What do we do at weekend?

## Description of the activity

This podcast is used as a resource to propose to students positive leisure alternatives for their weekends, creating an agenda with the different options that exist in the city. This are the topics that will be covered by the podcast:

- Hikiko...what? What Hikikomori syndrome is
- Reasons for not to get out with friends vs reasons for getting out with friends.
- Have you ever thought on playing some sport? (guest: an athlete)
- What is your passion? Which hobbies teenagers have nowadays?
- Intergenerational dialogues (guests in the podcast: senior people)
- Intercultural dialogues (guests in the podcast: some people with family belonging from another country)
- What means for children a teenager to be a digital native?
- Friendship evolution among the last 50 years: more likes in my social networks means more friends in my life?
- The slavery of "likes" (guests: 2 secondary and high school students)

Teachers needs to learn how to handle and use the materials as well as audio editing programs. Once the "technical part" is ready... teachers have to explain pupils what a radio program/podcast is and the process to follow:

- 1) General activity: training and practice in speaking techniques (speak slow, at certain distance from the microphone, do not interrupt each other speaking...)
- 2) Before each podcast: Pupils make some research about the topic of the podcast. Pupils write the rundown.
- 3) Record of the podcast: it is advisable to create a radio commission in the school or in the classroom integrated by a small group of children
- 4) Dissemination of the podcast: it can be done in the school website

In case pupils invite some guest to the podcast, they can follow these steps:

- a) Contact with the potential guest.
- b) Explain him/her what the topic of the podcast is and why they (pupils) are inviting him/her as a guest.
- c) Agree on a date with the guest for recording the podcast.
- d) Thank him/her for his/her participation.

## Attitudes addressed

- Increase enthusiasm at school
- Open approach to society / family
- Ability to show oneself / self-esteem
- Desire to belong to a group
- Need to draw attention / be a leader
- Filtering popular behavioral trends and adopt personal choices

### Age group

7-16 years

### Aims of the activity

- Promote respectful communication and teamwork.
- educate students about the value of social media;
- prevent maladaptive behavior caused by incorrect use of tics;
- provide the school community with alternatives to unhealthy leisure activities.

### Duration

Short radio podcast- 45 minutes and 2 hours of previous preparation

### Setting

Indoor

### Materials

School radio program.  
Educational administration provides the following materials: mixing desk, microphones, headphones.

### Country

Spain



- Imitating adult behavior
- Improve personal beliefs
- Find positive goals in life
- Desire to belong and become part of a social active community.

### Evaluation strategy

The evaluation will be based on the improvement on the participation of children on the radio podcast. It will be created a questionnaire for teachers and students.



# Circles

## Description of the activity

Children at 10 years old enter puberty. They look for their place in the society in different groups: family, school, relatives, interest clubs, friends, neighbors. Their social environments shape their individual "Circles of Life", with themselves at the center of the circle. The "Circles of Life" form the individual characteristics of personality. This lesson teaches students to get to know themselves, to look for their image, to make sense of their claims to themselves and to others and to enter the social groups confidently. With this formulation, children work consciously on their own.

1) The lesson begins with an Aesop's fable in which students discover human qualities.

- Talk about the characters in the fable as bearers of human morals.

- Continue with the talk and the parable of the "Two Wolves" and a discussion about the human nature - embroidered with good and bad, with white and black, with an infinite variety of colors and dyes.

- Discuss that it is not inappropriate to admit our weaknesses. Students should be confident that they can discover the diversity of their image.

2) Complete the whiteboard with human characteristics named by students. Try to find opposites to them, as well as those with the same meaning, but opposite as a positive-negative characteristic of a person. (Persistent - stubbornness; thrifty - squeezed)

3) Give students a sheet of A4 with a plant with many leaves drawn on one side. Let the children write down the characteristics they find in themselves on the petals, trying to identify more of them.

If students struggle at first, encourage them to be honest and to seek as objective a view of themselves as possible.

4) Give them the A3 sheets. Even when handing out the sheets, assure the students that the information will remain anonymous. This has a positive effect on the enthusiasm and development of the task.

5) On the back of an A3 sheet, concentric circles are drawn, in which students write down the environments of the social groups they feel part of and place the already recognized personal qualities in the groups they consider a place for their formation and note the reason.

## Attitudes addressed

- open approach to society / family
- desire to belong to a group
- express feelings through taking care about somebody
- filtering popular behavioral trends and adopt personal choices
- imitating adult caring attitude and behavior
- improve personal beliefs

### Age group

10-11 years

### Aims of the activity

- Teachers: The aim of pedagogical practice is to provide the teachers with practical examples of a task in which students characterize themselves, sincerely search for their essence, understand and analyse it.
- Students: to find the way to self-awareness and self-improvement. To consider their character traits and determine which environment of their social life develops the given characteristics.

### Duration

40-50 minutes

### Setting

Indoor

### Materials

sheets with a plant with many leaves A4  
sheets A3 with 10 concentric circles drawn on them.  
Colored pencils

### Country

Bulgaria



- find positive attitudes to become close friend
- desire to belong and become part of a social active community

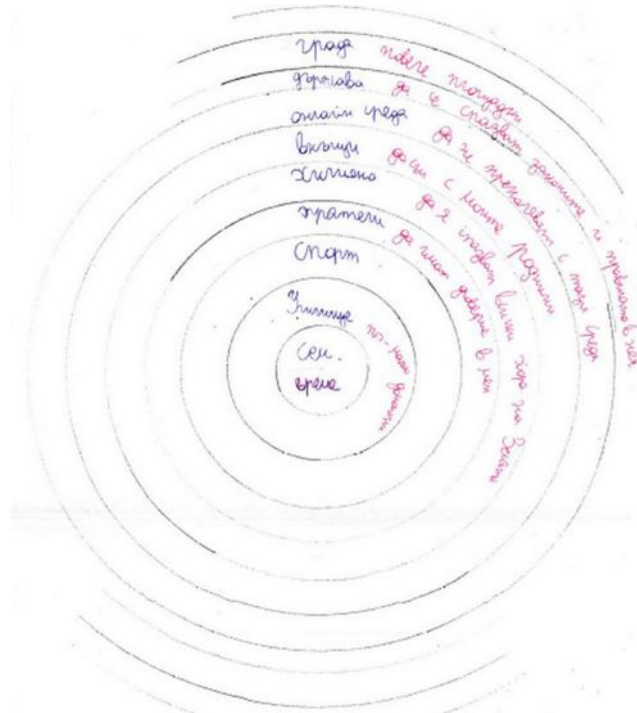
### Evaluation strategy

The lesson is for self-assessment.

It is successful if children have confidence and self-analysis.

Whether the lesson is successful can be seen in the Circles that the students produce.

N.B. The teacher shares an opinion (not a grade, or evaluation) only if asked



# Music

## The sound of our world: the soundscape of our environment

### Description of the activity

1) **Preparation phase.** In this phase, the teacher/educator proposes a whole group discussion to drive children's attention toward the importance that sounds have in our experience of the world. Children should be encouraged to describe their experiences and to express their opinions; then the following questions may be proposed "How can we organize the sounds? What categories of sounds can we recognize?". There is not right or wrong answers here, but all the children have to agree with a possible shared categorization of sounds.

2) **Main activity phase.** In this phase children have to go out with the teacher/educator to make a sound walk, to get acquainted with the sound dimension of the environment they live in (their soundscape). It is highly advisable that the teacher/educator select a well-known path, not particularly long, near the school/institution, where children can listen to and register the sounds they hear. Some indications:

- Registrations can be made with the app voice recorder in the smartphone
- It is advisable to register many brief sound tracks instead of one longer track.
- Also photos can be collected
- A map can be provided to children
- Children should be divided in groups with different tasks: one group for making photos – one for registering – one for checking the map. The groups can shift the tasks, so each of them can experience all the tasks.

3) **Creation of the final product.** With a software for managing and creating soundtrack (see for example, the free software <https://www.audacityteam.org/download/>), under the supervision of the teacher/educator, children may create the soundtrack of their sound walk. With older children (10-12) also a video can be create joining the soundtracks with the photos collected.

4) **Debriefing and critical reflection.** The teacher/educator has to encourage a reflection about the experience the children had during the sound walk.

### Attitudes addressed

- ability to show oneself / self-estimation
- desire to belong to a group
- improve personal beliefs
- find positive goals in life
- collaboration and sharing common goals with peers
- becoming aware of and experiencing the natural environment around us

### Age group

8-12 years

### Aims of the activity

- Becoming aware of the sounds that characterize our environment.
- Developing an attitude toward listening.
- Learn to work together.
- Learn to negotiate roles, ideas, and objectives.
- Get in touch with the external environment we live in.

### Duration

5 hours (1 for preparation, 2 for the main activity, 1 for creating the final product 1 debriefing), 3 different meetings are suggested, one for each phase of the activity (one meeting for phase 3 + 4)

### Setting

Preparation indoor  
Main activity outdoor  
Creating the final product and Debriefing indoor

### materials

Voice recorder (also as an app in the smartphone)  
Camera or smartphone for taking photos  
PC or notebook with the sound track management software uploaded

### Country

Italy

## Evaluation strategy

The teacher/educator can evaluate:

- children's participation considering the level of involvement in the discussion, in the main activity and in the creation of the final product
- children's understanding of the aims of the activity, proposing some simple written reflective open questions, similar to those in the debriefing phase



# Sound fairy tale

## Description of the activity

The activity is structured in 5 main phases. Example choosing the tale of Little Red Riding Hood.

1) Reading by the teacher/educator of the fairy tale to the whole group;

2) transforming the tale from words to music and movement: insertion of themed rhythmic songs/nursery rhymes (for example about a wolf) for describing the story;

3) Insertion of dances (for example imagining a dance of Little Red Riding Hood while walking in the woods);

4) Insertion (production and / or listening) of sound patterns that act as a context (for example sounds of the forest);

5) Experimentation, through the body or tools, of time (slow for example when Little Red Hood leaves the house, fast when she has to escape from the wolf).

## Attitudes addressed

- ability to show oneself / self-estimation
- desire to belong to a group
- collaboration and sharing common goals with peers
- create a playful container that allows children and young people to connect through music while playing and having fun

## Evaluation strategy

The teacher/educator can evaluate:

- children's participation considering the level of involvement in the task, in the main activity and in the creation of the final product
- children's understanding of the aims of the activity, proposing some simple written reflective open questions, similar to those in the debriefing phase

## Age group

8-12 years

## Aims of the activity

- Developing an attitude toward listening
- Encouraging interpersonal interactions among peers through music
- Developing rhythmical skills
- Developing non-verbal communicative skills
- Working together

## Duration

4 hours (1 for the phases 1 and 2, 1 for phase 3, 1 for phase 4 and 1 for phase 5)

## Setting

Indoor

## Materials

- Orff instruments
- fabrics
- colored cardboard
- pens, pencils, markers
- various material to stimulate children's imagination

## Country

Italy

# Creative Interaction Group

## Description of the activity

This activity starts from a musical base of only 4 bars, on a very popular theme for all generations.

The musical performance requires a basic knowledge of guitar and bass, but the other different instrumental interventions are accessible to anyone, even without musical knowledge.

1) The main theme is performed repeatedly on (electric) guitar by the teacher/educator, or by one of the participating students (it is sufficient to have).

2) Initially, the teacher will command the interventions, performed in a different order each time. The children's interventions take place first gradually individually, then in successive additions.

These interventions are both rhythmic and melodic interventions, elementary if seen individually, but that require precision in execution and attention in listening to the ensemble, so that the group result can be musically pleasing, something that even the inexperienced is capable of evaluate and appreciate.

3-4) Once a certain familiarity with the game has been acquired, the children themselves will gradually intervene as directors. The exchange of tools will further stimulate the interest and curiosity in the children.

5) The next step, the more creative one, takes place once the participants have achieved a certain level of fluency and precision, and above all an ability to listen to the whole. All time with the line-up previously adopted, the kids will try to improvise with their own instrument simple patterns (both rhythmic and melodic), gradually correcting themselves according to the result or less satisfactory at group level, with teacher guidance.

## Attitudes addressed

- ability to show oneself / self-estimation
- desire to belong to a group
- find positive goals in life
- encouraging sharing of ideas and goals among children

## Evaluation strategy

To evaluate the learning process and the results of the activity a discussion opens up on the results obtained, reflecting on the choices made, if any suggestions, possibly listening together to an audio recording of the group work.

### Age group

10-14 years

### Aims of the activity

- Encouraging creative thinking
- Developing rhythmical skills
- Stimulate in children the sense of belonging
- Support the development of the sense of individual responsibility in the success of a collective result

### Duration

4 hours (1 for the phases 1 and 2, 1 for phase 3, 1 for phase 4 and 1 for phase 5)

### Setting

Mainly indoor

### Materials

electric guitar (backing track)  
electric bass, xylophone,  
metallophone, timpani, snare  
drum, bongo, sticks, cymbal  
(melodic instruments)

### Country

Italy



# Seminars

## Workshops for children and parents

### Description of the activity

In the context of working with young people, it is vital to have constant and systematic contact with their families and legal guardians.

#### 1) Parents' school:

Parents participate in workshops once every two weeks. These meetings take the form of a parents' school, combined with elements of interpersonal training and self-help groups.

During the upbringing difficulties, the parents make use of each other's experience. Sometimes experts, such as addiction therapy specialists, are invited to the groups.

The workshops also provide a space for the acquisition and training of soft skills.

#### 2) Children's participation:

Children are also periodically invited to the parent's groups. The working methods used in the above-mentioned groups are based on conversation, cooperation, play, sport, recreation and shared experience.

These moments can be considered as an excellent diagnostic space for specialists. What is most important, for the parents it is an opportunity to use the skills acquired during the workshops in contact with the child, generating a positive interaction.

3) During the summary participants create a conversation about the emotional difficulties that arose during the implementation.

### Attitudes addressed

- reluctance to approach society/family
- lack of desire to belong to a group
- inability to imitate the caring attitude and behavior of adults
- shortage of personal skills
- not perceiving social bonds at the elementary level, which can be noted in family bonds
- reluctance to cooperate and share common goals with family

### Evaluation strategy

The teacher/educator can evaluate:

- children's and parent's participation considering the level of involvement in the task, in the main activity and in the creation of the final product
- children's and parent's understanding of the aims of the activity, proposing some simple written reflective open questions, similar to those in the debriefing phase

### Age group

11-14 years

### Aims of the activity

- open approach to society / family
- desire to belong to a group
- imitating adult caring attitude and behavior
- improve personal skills
- build the sense of family offering mobilization of mutual learning occurred at individual, family and institutional level.
- create interpersonal bonds participation in social life

### Duration

6 hours (1 for preparation, 2 for the main activity with parents, 2 for the main activity with childrens, 1 for the summary)

### Setting

Indoor

### Materials

Depending on the subject, the necessary tools were used to implement the classes containing elements of techniques: workshop group, gastronomic workshops, sightseeing tourism, sports

### Country

Poland

# Parents seminars: Kids and screens - responsible use of devices

## Description of the activity

Every quarter the educational social workers (this is an specific professional in Spain but the activity can be run by teachers) that support the school, organize a meeting with parents to talk about the importance of having a Family Digital Plan or a Family digital agreement that is a kind of “contract” established between parents and children for supporting families for balancing their online and off-line lives. Families can use the plan to establish screen-free zones and times, locate the charging spots outside the bedrooms, etc.

There is more information on the topic and tools to create the Family Digital plan in this websites:

<https://www.natureplaywa.org.au/family-media-plan/>

<https://www.qustodio.com/en/blog/family-digital-agreement/>

<https://www.healthychildren.org/English/fmp/Pages/MediaPlan.aspx#/family>

At the same time, educational social worker/teacher takes the opportunity to propose leisure and free time activities and promote an education based on responsibility, with positive discipline.

1) The first session of the course is dedicated to sensitize and also to collect parents interests and needs related to their knowledge of how to handle with screens and other digital devices at home.

2) On the following sessions, teacher/educational social worker goes a step forward, involving parents, giving them voice to expose their difficulties related to the topic. For instance, one of the hotspots at home that affected the familiar dynamic each day, and it was common for most of them is: the time on which parents are preparing dinner. Parents reported it as critical moment on which more times they gave children a tablet or sit them in front of the TV just to have a few minutes for preparing dinner in calm.

As a result of the reflection and proactive attitude for changing the situation, it raised many “alternatives to the use of the devices and screens while parents are preparing dinner”. The teacher/educational social worker made an infographic collecting all the alternative proposals.

3) On the third and last session all families were provided by the infographic with more than 50 alternatives so they could have it hanged in a visible place at home. Educational social worker/teacher assessed parents to make their own meeting with their children to get more alternatives belonging to their son/daughter.

### Age group

Parents of children in infant and primary schools

### Aims of the activity

- Sensitize the families about an appropriate use of new information, communication and gaming technologies.
- Inform the educational community about different projects for the prevention of social isolation in educational centers.
- Promote family leisure as a protective factor of social isolation in our educational community.

### Duration

1 session of 2 hours each quarter

### Setting

Indoor/outdoors

### Materials

Questionnaires online (Forms) and questionnaires used in the interviews with the families.  
Registration template, books, computer.  
Room or a classroom where to host meetings with families.

### Country

Spain

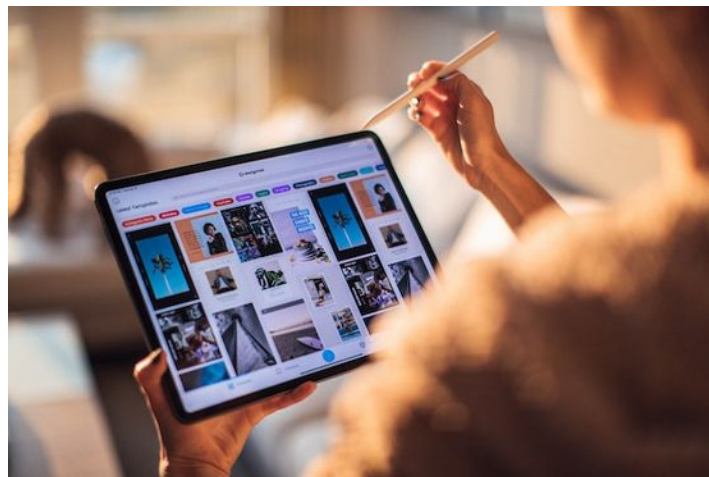


## Attitudes addressed

- Increase enthusiasm at school.
- Inclusion of the entire educational community in prevention.
- Promote a responsible and non-overprotective educational style.
- Increase the quality of free time activities for children.
- Find positive goals in life.
- Desire to belong to an active social community.
- Promote Creativity.

## Evaluation strategy

Quantitative and qualitative analysis on the use and abuse of electronic devices, through interviews and family questionnaires and registration of risk cases detected in schools. Meetings with tutors and head teams are necessary too.



## Kids seminars - Use and overuse of screens

### Description of the activity

These seminars are forwarded to children and they can be run by teachers in the hour for tutoring (in case the school do not have the hour for tutoring, head team can organize the time where to hold them during schools hours so that the greatest number of children can benefit)

1) Sensitizations stage: The teacher has maybe detected cases on which students overuse screens with lack of social interaction abilities in different contexts. First activity: imagine yourself isolated in the bedroom using the device you like the most and draw it.

After the drawing session, pupils together with the teacher dialogue on potential consequences of spending too much time isolated using tablets, smartphones or other devices as a leisure time activity.

2) The second session starts watching the following short film titled "Glued": <https://www.youtube.com/watch?v=rW2g5cwrxqQ>

The short film proposed deals with consequences about abuse of technologies (physical, social and physiological)

- Videoforum Time for playing (who with, how many time), balance digital life and physical life...

3) In the third session children in small groups will propose activities they would like to share with their parents/family when they spend free time together (one single condition: the activity can not involve any kind of screen). After working in small groups children will share their proposals in the big group and teacher (or children themselves) will collect all the alternative activities.

4) Workshop for creating an "analogic- infographic"- in small groups children will select at least three alternative activities they would like to share with their relatives. Each children will take it home and talk about the idea with their relatives.

5) Assessment, impact of little changes: Small round tables organized in the classroom in order to value the impact pupils think the proposals they made have had when trying to implement them in real life: difficulties found, how they felt, what was the answer of the family/relatives to the proposals...

### Attitudes addressed

- Reflect on how pupils spend their own time.
- Increase enthusiasm for hobbies without ICT use
- Increase enthusiasm at school.
- Inclusion of the entire educational community in prevention.
- Ability to show oneself / self-esteem improving social relationships.
- Desire to belong to a group.
- Find positive goals in life

### Age group

7-12 years

### Aims of the activity

- Prevent the problems of social isolation of the students of our schools due to the increase in the use of screens and other devices on the rise after the covid pandemic.

### Duration

5 hours

### Setting

Indoor

### Materials

PPT, video, questionnaires, template and the classroom or a place where to have the sessions with the students

### Country

Spain

- Desire to belong to an active social community.
- Promote Creativity

## Evaluation strategy

Quantitative analysis of the use of screens with the children, through the registration template. The objective is to analyze the most suitable age range where to expand the activities carried out. Quantitative analysis through individual questionnaire with families about the awareness of the time that children spend with ICT.

Qualitative analysis of the use of screens with reflect between pupils with us.

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# Long term programmes

## Leisure and net (OciRed)

### Description of the activity

“OciRed” is a preventive program (in Spanish language is a match of the words “leisure and net”) which fosters spending time with the families of the schools.

The educational guidance team of the school suggests class and family leisure activities to protect children from social isolation:

1) “Entramados”: is a proposal that consist on peer tutoring, in this case fifth and sixth-grade pupils support and make peer to peer tutoring to third and fourth-grade pupils. Older pupils have an hour each 2 weeks to support younger pupils at school. Sometimes they read a book together, other times they work on curricular contents and 5<sup>th</sup> grade students explain something to 3 grade students. Children have also established once a week in the break (all children have a break at 11:30 am until 12:00 a.m) on which they are all outside in the school playground and older and younger children started to share time for playing together and know each other so they started to create a more connected community among them (sense of belonging).  
Children created a net of new friendships.

2) Each month of the school year a slogan or a motto is proposed together with a monthly game. Then under the topic of the slogan, school propose families to scheduled leisure time activities. Teachers themselves, together with pupils, propose activities to work in the classroom according to the slogan-monthly game.

*Examples “Let’s get bored again”*

- Activities for Primary School Education: circles to talk, the boredom corner-reflection: boredom vs creativity. Intergenerational meetings and dialogues, fairy tales and activities, books, videos, etc.
- Outdoor OciRed activities: “Let’s go to the parks”. “Traditional games in the forest”, “Cooperative games in the garden”...
- Picture of the month. Each month we support families on the positive use of apps.
- Seminars with families: Briefings and preventive meetings, sensitization on the topic.

### Attitudes addressed

- Increase enthusiasm at school.
- Open approach to society / family
- Ability to show oneself / self-esteem.
- Desire to belong to a group.
- Desire to belong and become part of a social active community.
- Creative use of environmental resources.
- Improve family relationships.

### Age group

6-12 years

### Aims of the activity

- Prevent the problems of social isolation of the students due to the increased use of screens and other devices after the covid pandemic.
- Sensitize the families about the person(s) in charge of the new information, communication and gaming technologies. This means that one or two adults in the family (parents) are owner of the devices and they have to know the apps and games downloaded in the different devices as well as the time of use of each of them
- Inform the educational community about different projects for the prevention of social isolation in educational centers.
- Promote family leisure as a protective factor of social isolation in our educational community.

### Duration

4 sessions per month with pupils  
1 seminar with parents each two months

### Setting

Mostly outdoor

### Materials

Books, colours, balls.

### Country

Spain

- Encourage the participation of families in the leisure offer of the environment.
- Exchange of experiences with other European educational centers
- Reduce the social isolation of those students who spent much of their free time with screens.

## Evaluation strategy

Initial evaluation: detection of needs between families and teachers.

Continuous evaluation: students' activities, tutors, questionnaires, interviews with families.

Final evaluation: students who participate, satisfaction (families, students and teachers), aims of the practice, number of activities.

A self-evaluation of the project will be carried out following the Stufflebeam model: detection of needs, adaptation of the design of the plan to the reality of the school, development of the plan and its achievements.

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# Youth leaders program

## Description of the activity

1) A group of young people is selected as youth leader on the basis of the educational and upbringing results achieved.

2) Through regular meetings and work with the tutor, the leaders independently create and then implement activation projects among their peers. They carry out about 5 original projects a year that have a direct impact on the life of the school community.

These actions consist of:

- Organization of celebration of independence by organizing actions related to the commemoration of national heroes' burial sites;
- Organization of a discussion circle consisting of regular meetings with inspiring / famous people and / or youth leaders;
- Organization of various forms of peer integration in the form of joint picnics and meetings, sports competitions, etc.

3) During the summary group of young people, leaders and tutors create a conversation about the emotional difficulties that arose during the implementation of the project

## Attitudes addressed

- sense of belonging to a group and responsibility for it
- collaboration and sharing common goals with peers
- create interpersonal bonds participation in social life
- increase self-esteem
- build the courage to undertake social activity
- improve social competences, communication skills
- consistently pursue goals
- Improve personal beliefs
- Find positive goals in life
- Desire to belong and become part of a social active community.

## Evaluation strategy

The teacher/educator can evaluate:

children's participation considering the level of involvement in the task, in the main activity and in the creation of the final product children's understanding of the aims of the activity, proposing some simple written reflective open questions, similar to those in the debriefing phase

## Age group

11-14 years

## Aims of the activity

- Building the social responsibility by creating role of youth environmental leaders;
- Encouraging the process of making social interactions
- Learning about methods concentrated on a creating a youth communication space
- Learning about participation in small social groups
- Creating forms and ways of spending time in the real world
- Working together

## Duration

5 hours (1 for the organization, 3 for the main activity, 1 for summary)

## Setting

Mostly outdoor

## Materials

Depending on the subject, the necessary tools were used to implement the classes containing elements of techniques

## Country

Poland



# Weekend Children's Camp

## Description of the activity

A large part of the children are not occupied at weekends. Parents are worried, but often lack time for a meaningful weekend with children and leave the children alone with their phones or computers. The weekend children's camp addresses this problem. The activities will help children to spend time meaningfully with their peers at weekends: various educational and cultural cognitive sports activities, trips, excursions, craft workshops and an ecology day are organized for children.

The camp is led by volunteer educators, young people (14–29 years old), who organize activities attractive to children, taking into account the age, abilities and current needs of the children.

Examples of the activities:

1. Opening of the camp - "Me and the team." Children are divided into groups. Self-knowledge, public speaking and team building take place in the groups. The role of the member in the team, decision-making and communication in the team, leadership, team cooperation are defined. Presentation of the program and the game "Dossier" - self-presentation and acquaintance with friends. Camp opening ceremony.
2. Ecology Day: Ecology classes focused on measures to reduce climate change are organized.
3. Sports Day
4. Trip Day
5. Culinary Day
6. Fairytale and Theater Day
7. Citizenship Day "Being a Citizen – Defending Your State"
8. Exploration Day: Natural science and STEAM activities and experiments are organized.
9. Art Day

## Attitudes addressed

- increase enthusiasm at going out,
- improve one's self-esteem
- feel part of a group, learn teamwork
- find positive goals in life
- do something active in the open air together with others
- discover a new hobby or interest or passion which might give them a reason to go out
- stimulate curiosity and participation
- making sense of free time; interests development
- improve social competences, communication skills
- consistently pursue goals

## Evaluation strategy

The evaluation will be based on the observation of the progresses of the children from a reticent, timorous and diffident approach to group activities, to confident, daring and collaborative cooperation.

## Age group

6-14 years

## Aims of the activity

- To create conditions for the children to actively spend their free time at weekends and to expand their cultural and cognitive horizons
- Carry out educational activities, trips, excursions for children;
- Involve volunteers and young people in the organization of children's leisure time;
- Involve people experiencing social exclusion in the implementation of project activities;
- Use measures to combat climate change in the project.

## Duration

Short educational activities, 3 hours each (10 meetings)

## Setting

Indoors and outdoors

## Materials

Stationery, sports equipment, foodstuffs, ceramics, scientific research equipment, video material, etc.

## Country

Lithuania