



Out of The Net
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OUT OF THE NET

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Out of the Net training modules principles, methods, topics, time and content

Intellectual Output 2



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Introduction

The modular „OUT of the NET“ non-formal training program is designed and led by experts for teachers who want to take advantage on preventive activities of Hikikomori syndrome under “OUT of the NET” model. The informative part is also suitable for parents and **for practitioners working with children from various specialties. The agenda and content are suitable for self-study and for internal trainings.** Innovative strategies can be used as a part of school calendar activities. The activities can be held in different countries to expand the educational communities of the “OUT of the NET” project and to increase the number of teachers and social agents who have an interest in this approach.

The educational content in the training modules provides information, complements and develops new skills, develops creativity, through experiments and discussions.

Principles of the Training

The current document structures the topics of the modules by grading them from Introduction to Specialized content.

The **main aim** of the training is to introduce theoretical questions, and Know how, in order to promote in school contexts the awareness about the issue of social withdrawal and hikikomori. Raising teachers' awareness about this issue is crucial to sustain the implementation of preventive activities through group practices and development of creative approaches.

The **specific objectives** of the training are:

- To raise awareness about the risks of social withdrawal and hikikomori syndrome.
- To offer indications for preventing students' social withdrawal.
- To introduce innovative pedagogical approaches.
- To impact on the general organization of the schools for reducing risks of alienation and social withdrawal.
- To encourage communication within the class

The **target group** of this training includes primary and middle school teachers. They will be informed about the existence and early manifestations of Hikikomori syndrome and trained in implementing educational activities of different type applying the socio-psycho-pedagogical approach of the *Out of the Net* project.

The **secondary beneficiaries** of the training will be the children, who will be protagonists of educational activities aimed to tackle the emotional, communicative and behaviour problems that could lead to early school leaving. With the support of the trained teachers, students will develop transversal competencies, knowledge and attitudes that will help them in achieving better academic results.

Through the implementation of teachers' training, as a secondary relapse, students will experience a change in their attitudes, from:

- PASSIVITY to ACTIVITY;
- ADDICTION to FREEDOM;
- ALIENATION to JOY.

The methods proposed in the training are interactive, communicative, mainly based on the paradigm of “learning by doing” (Dewey, 1938). These methods are based on different theoretical models:

- the framework of **Social constructivism** and the concept of zone of proximal development of L. Vygotsky;
- the axiological approach developed by Kohlberg, Erickson, Drobnitsky and others;
- the Personality-oriented approach in education
- the framework of Multiple-minded intelligence of Gardner;
- the Activity Approach by Bozovic.

The training aims to propose and therefore recommended some pedagogical methods:

- Situational methods, which occupy an important place in the learning process. They are variable, easily applied in integrated content, often used for illustration, to receive feedback, to form skills and habits, for training, to consolidate knowledge and skills, to check and evaluate.
- The project based method “such an approach to learning that enriches traditional methods and that can be used practically at all levels, ages and abilities of learners” (Haines, 1989, c.1).
- Interesting are the functions of project-based methods, considered as more possibilities, in the Russian school of methodology, according to Galina Shamonina (Shamonina, 2008):

Topics, time and content of the training modules

The training model consists of two levels according to the conceptual complexity:

1. informative-theoretical (3 Modules)
2. organizational - practical levels (2 Modules)

Level 1: Informative - theoretical level

Theoretical Introduction. Themes:

- diffusion of the hikikomori phenomenon in and outside Europe, level of awareness among institutions and people in general-
- clarification of the key concepts and the essence of the Hikikomori phenomenon, from the point of view of social, emotional, intellectual development and the peculiarities of age
- identification of methods and measures for the formation of preventive mechanisms and healthy boundaries)
- criteria for the formation of preventive mechanisms (evaluation mechanisms applicable in school life)

The topics form educational sessions / modules, with the contribution of the expertise of each partner organization. The modules complement education with new approaches and are applicable in both formal and non-formal education. The principles of continuity between the levels of education and the age characteristics of the children are applied in all educational sessions.

Level 2. Organizational - practical level

Implementation and practical application in the group activities. Themes:

- Requirements for the educational environment: culture of acceptance, empathy, cooperation.
- Types of joint activities of adults and children: With the guidance of the teacher - at school, With the guidance of the parent - at home, with the guidance of the social environment - in society
- Diagnosis and effective and creative preventive group activities in class and out of class forms, incl. safe digitalization in the organization of communication between adults (teachers and parents) with children.
- Means and organization of the interaction of the teachers with the families for raising the pedagogical culture of the parents

General structure of the Training Modules

Informative - theoretical level

Module 1: Psychology of relationships

- 1.1 Basic principles of children's development (6-13 years)
- 1.2 Basic principles of psychology of children' social development

Module 2: Psychology of alienation

- 2.1 Hikikomori and its main characteristics
- 2.2 Psychology of alienation
- 2.3 EQ, IQ, SQ and self-insulation

Module 3: Role of the family on the detection and prevention of social withdrawal and hikikomori

- 3.1 Intimacy and Healthy borders
- 3.2 Parent child communication

Organizational - practical level

Module 4. Social and communicative strategies

Main themes

- 4.1. Social and communicative strategies
- 4.2 Communication, technological devices, and digital environment
- 4.3 Classroom teacher as a psychologist of student communities
- 4.4 Evaluation mechanisms applicable in school life

Module 5. Pedagogical tools and Good practices

Main themes

- 5.1 Good practices
- 5.2 An example of prevention activities

Description of the Training Modules

Module 1: Psychology of relationships

Type of training	Face-to-face module (with possibility to synchronous online module)
Duration	1 lesson of 2 hours
Expected learning outcomes / Educational goals	<ul style="list-style-type: none"> • To know the main pedagogical and psychological theories about children's development; • To become aware and consider the needs of the child according to age and individual characteristics; • To become aware of problem areas and areas of intervention to form their own strategies to address children's needs • To consider relational factors (Psychology of relationship) from formative environments, localizes their accumulation, • To be able to plan adequate preventive measures before the child seeks compensation
Topics	<ul style="list-style-type: none"> - Basic information on child development (6-13 year old students) in early school and school age; - Classical theories and modern theories of child development; - Model for educational environment - Psychology of relationship (Predisposition, Needs, Environment) and the Prevention Model
Methodology of the module	<ul style="list-style-type: none"> • Conceptual Seminars, • Presentation workshops
Place / Environment	<ul style="list-style-type: none"> • Indoor lesson (with the possibility of online) • Room with non-stationary chairs (for allowing circle time disposition)
Tools / Materials / Resources	Slides and material available on the Annex 1 and the project website: https://outofthenet.altervista.org/training-module-useful-material/
Assessment/reflection	<ul style="list-style-type: none"> • liking of the participants with respect to the lesson: interest of the topics, clarity, coherence with their educational needs (close-answers questionnaire?) • reflection questions at the beginning and at the end of the lesson, in order to encourage critical thinking and awareness about the main topics presented and the current situation.
Skills for discussing problematic issues	Transversal skills that should be promoted: <ul style="list-style-type: none"> • Critical thinking; • Problem solving skills (for trying to find suitable solutions to real problematic situations); • Sensitivity to students' social and relational problems

	<ul style="list-style-type: none"> • Self-reflection skills on the individual and the professional dimension
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Module 2: Psychology of alienation

Type of training	Face-to-face module (with possibility of synchronous online module)
Duration	One lesson of about 2 hours
Expected learning outcomes / Educational goals	<ul style="list-style-type: none"> • To become aware of the current issue of social withdrawal among children and adolescents; • To identify the first signals of social withdrawal through language and manner of communication. • To know the main characteristics of social withdrawal and hikikomori syndrome; • To be able to move from knowledge to action by communicating actively and non-violently. • To be able to communicate (create language signals) in the zone of proximal development, master "cooperative learning" • To expand the social and personal comfort zone of children and their parents through ethical communication. • To develop skills for active listening and attention to the needs of children and their parents • To understand the impact of hikikomori syndrome on adolescents' daily life, with specific references to the social dimension.
Topics	<ul style="list-style-type: none"> • Current issues in social relationships in childhood and adolescence: the risks of social withdrawal; • Initial data on Hikikomori syndrome. clarification of the key concepts and the essence of the Hikikomori phenomenon from the point of view of social, emotional, intellectual development and the peculiarities of age • Historical definition of the hikikomori syndrome: the Japanese society in the Nineties, the studies of Saito Tamaki, the origin of the term "hikikomori" (引きこもり) • Why hikikomori is not a mental disorder but a social condition: interaction between personal and contextual conditions; • Impact of social withdrawal and hikikomori condition in the daily life and relationships • Information about interpersonal distances in communication. Cultural features.
Methodology of the module	<ul style="list-style-type: none"> • Seminar session. Introduction practice • Workshops on communication styles and ethics; familiarization with "body language", with the concept of "personal space",

	"language of the classroom", etc. in the context of the "OUT of the NET" Model.
Place / Environment	<ul style="list-style-type: none"> • Indoor lesson (with the possibility of online) • Room with non-stationary chairs (for allowing circle time disposition)
Tools / Materials / Resources	Slides and material available on the Annex 2 and the project website: https://outofthenet.altervista.org/training-module-useful-material/
Assessment/reflection	<ul style="list-style-type: none"> • liking of the participants with respect to the lesson: interest of the topics, clarity, coherence with their educational needs (close-answers questionnaire?) • reflection questions at the beginning and at the end of the lesson, in order to encourage critical thinking and awareness about the main topics presented and the current situation. <p>Example of reflection questions: (before the lessons):</p> <ul style="list-style-type: none"> ✓ <i>According to you, what can be the main features of a boy or girl who is in a condition of social withdrawal and hikikomori? Have you ever heard the term "hikikomori"?</i> ✓ <i>In your opinion and thinking about your experience in schools, what are the main difficulties in interpersonal relationships among children and adolescents?</i> <p>(at the end of the lesson):</p> <ul style="list-style-type: none"> ✓ <i>In your opinion, what are the main causes of social withdrawal and hikikomori among students? Do you recognize some "internal" and some "external" causes?</i> ✓ <i>In your opinion, what may be the long-term consequences for the individual of a condition of hikikomori?</i> ✓ <i>How do you think schools could face the risk of social withdrawal among students?</i>
Skills for discussing problematic issues	<p>Transversal skills that should be promoted:</p> <ul style="list-style-type: none"> • Critical thinking; • Problem solving skills (for trying to find suitable solutions to real problematic situations); • Sensitivity to students' social and relational problems • Self-reflection skills (for examining the possible role that each person and specifically each teacher may have in preventing social withdrawal and promoting students' well-being)

Module 3: Role of the family on the detection and prevention of social withdrawal and hikikomori

Type of training	Face-to-face module (with possibility of synchronous online module)
Duration	One lesson of about 2 hours
Expected learning outcomes / Educational goals	<ul style="list-style-type: none"> To become aware of the impact of children's disorders on the family context To enlarge the perspective including a multidimensional context in the analysis of the problem of social withdrawal
Topics	<ul style="list-style-type: none"> Family Structure and Dynamics The impact of child's disorder on the Family System Adaptative Parental Responses Functionality vs risk criteria in the family environment regarding the disorder
Methodology of the module	<ul style="list-style-type: none"> Seminar session. Introduction practice Workshops
Place / Environment	<ul style="list-style-type: none"> Indoor lesson (with the possibility of online) Room with non-stationary chairs (for allowing circle time disposition)
Tools / Materials / Resources	Slides and material available on the project website: https://outofthenet.altervista.org/training-module-useful-material/
Assessment/reflection	<p>To reflect upon which kind of activities can be proposed in family contexts in order to enhance communication and prevent the risk of social withdrawal. Think about:</p> <ul style="list-style-type: none"> ✓ <i>How to establish a communicative channel;</i> ✓ <i>How to offer opportunities for outdoor activities;</i> ✓ <i>How to replace the use of digital devices with family group activities</i>
Skills for discussing problematic issues	<p>Transversal skills that should be promoted:</p> <ul style="list-style-type: none"> Critical thinking; Problem solving skills (for trying to find suitable solutions to real problematic situations); Active listening skills; Collaborative skills, in order to cooperate with families in the prevention and intervention of social withdrawal and hikikomori condition.

Module 4. Social and communicative strategies

Type of training	Face-to-face module (with possibility of synchronous online module)
Duration	One lesson of about 3 hours
Expected learning outcomes / Educational goals	<ul style="list-style-type: none"> • To be able to diagnose interests and potential in young people who have difficulty actively participating in social life; • To be able to collaborate with local social support networks in working with young people at risk of hikikomori syndrome; • To connect environments as a technique of mutual education and social therapy; • To create a sense of social engagement in young people; • To promote the creation of small social groups of young people; • To build a sense of co-belonging to the group; • To build a sense of co-belonging to the local environment; • increase in soft skills; • To develop interpersonal skills; • To develop communicative skills; • To develop team work abilities.
Topics	<ul style="list-style-type: none"> • Contemporary childhood: context, special aspects, challenges and aspirations • Children and the use of technological devices; • Design and development of a comfortable and safe learning environment • Coordinating activities of key educational stakeholders • A child in class: formats and technologies of working with a student community • Academic and life achievements of students of different categories
Methodology of the module	<ul style="list-style-type: none"> • Introduction as a short lecture; • Workshop.
Place / Environment	<ul style="list-style-type: none"> • Indoor context • Large space with non-stationary chairs, for allowing group activities
Tools / Materials / Resources	<ul style="list-style-type: none"> • A whiteboard with pens; • Paper sheets, pencils, and pens for group work
Assessment/reflection	<p>Evaluation survey:</p> <ul style="list-style-type: none"> • Liking of the activity • Usefulness of the activity • New competences promoted
Skills for discussing	Presentation of an innovative method that assumes building an

problematic issues	informed, responsible and engaged civil society. The workshop part will allow the participants to familiarize themselves with and understand this method more fully.
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Module 5. Pedagogical tools and Good practices

Type of training	Practical module (i.e. classroom implementation + mentorship)
Duration	Minutes / lessons / sessions - 2 x 45 minutes
Expected learning outcomes / Educational goals	<ul style="list-style-type: none"> • To establish social interactions between participants in the culture world; • To create a communication space between pupils and teachers; • To enhance passions and interests; • To increasing self-confidence; • To increase the level of creativity in teachers; • To use multimedia techniques during direct social relations.
Topics	<ul style="list-style-type: none"> • Example of good practices: The phenomenon of resilience in adolescents showing symptoms of hikikomory and active participation in the process of art therapy in the twenty-first century - on the example of the school television project. • Art classes (using the classes to write a song and make a music video for it) • Physical education (involving children less in sports activities in sports activities: television, interviews, setting events) • Classes with the tutor (searching for social impact) • Literature (an attempt at a film adaptation of selected school readings arranged by young people).
Methodology of the module	<ul style="list-style-type: none"> • Brief lecture for introduction • Workshop
Place / Environment	Classroom /activity hall / outdoors – dependent on ideas developed during the workshop.
Tools / Materials / Resources	Camera, laptop with software and other accessories necessary for shooting (microphone, light, etc.) will be provided by the workshop leader.
Assessment/reflection	A short questionnaire summarizing the attitude to new technologies and a declaration of using the presented methods in their own educational work
Skills for discussing problematic issues	Art therapy classes with the use of 21st century technology and based on contemporary pop culture

Annex 1 Materials for Module 1

Classical Theories			Modern Theories	
Piaget, Maslow, Kohlberg, Erikson, Hoffman, Yasvin, etc.	Vygotsky, Bandura, Maslow, Pluchik, etc.	Goleman, Marcia, Dammon&Hart <i>I conception and Self-evaluation</i>	Anglin (1993), Garvey (1990) <i>speech development</i> Temple, Nathan; Temple, Burris (1995)	Baumeister&Lear y (1995), <i>Why do teenagers dress the same way.</i> Savin-Williams& Berndit

1.a. Classical Theories of child development



• J. PIAGET

One of the most significant theories of development is that of the Swiss psychologist.

In the period of their development, **children use different reasoning mechanisms in order to be able to learn more, to adapt to the changing environment and to be able to successfully move to the next stages of development.** The most characteristic of these mechanisms are: **schemes, assimilation, accommodation and their balancing.**

Jean Piaget's theory consists of **4 stages of development starting from birth and ending in adolescence and continuing beyond.** They are named according to their characteristic behaviors and thinking: sensorimotor, preoperational, concrete operations stage, and formal operations stage. Each period is characterized by the acquisition of certain skills.

Applicability in the project:

Stage of the specific operations. Between the ages of 7 and 12, children's thinking becomes significantly more flexible. They manage to reason more skillfully and gradually part with their egocentrism. They use logic well and are able to relate their private experiences to the general, but still have difficulty using deductive thinking (from the general to the particular). The most significant achievement at this age is the understanding of reversibility. At this age, they understand that their dog is a Labrador, a Labrador is a type of dog, and a dog is a type of animal. That is, they can understand and work with several categories of one object without confusing them.

Piaget's theory is not without its critics. Despite this, however, it remains relevant to this day and brings insight into how young children reason and learn about the world, why they make certain mistakes, and when they are likely to outgrow a particular problem. Jean Piaget remains, even so many years after the publication of his theory, the most significant psychologist in the development and understanding of children's cognitive development.

Read more sources:

Dyer, J. R. (2002). Cognitive development. In N. Salkind (Ed.), *Child Development* (pp. 87-92). New York, NY: Macmillan Reference USA

Piaget, J. (1983). Piaget's theory. In P. Mussen (ed). Handbook of Child Psychology. 4th edition. Vol. 1. New York: Wiley



- **L. VIGOTSKY**

The sociocultural theory of the Russian psychologist Lev Vygotsky is one of the main ones in developmental psychology. He turns **attention to the influence of our surrounding environment, people and culture**, on children's development and progress. Vygotsky pays great attention to learning. According to him, it is directly related to development and is most fruitful when it takes place within the limits of an optimal period for this, called the **"zone of proximal development"**. According to him, this area represents **the distance between the actual level of development, or the available potential of children to cope on their own, and their capabilities in cooperation with their parents or capable peers**. The "zone of proximal development" represents a set of abilities that a person can perform with assistance, but still has difficulty performing independently. According to Vygotsky, **child development takes place in society** (Cultural-historical theory). **The social environment plays a major role in all aspects of child development. Children's progress is based on their connection and relationships with adults and their peers**. Vygotsky accepted children's learning and development as mechanisms working together for the development of higher mental processes, children's progress and their integration into the environment.

His position is based on the mechanisms of action and learning described above. Provided that children with disabilities come into contact with other culturally and age-normal peers and observe their behavior, skills, and culture, they have a greater chance of adapting to them than if their contact and experience with normal peers for middle orders is limited.

Read more. Sources:

Dyer, J. R. (2002). Cognitive development. In N. Salkind (Ed.), Child Development (pp. 87-92). New York, NY: Macmillan Reference USA

Goldhaber, D. E. (2002). Theories of development. In N. Salkind (Ed.), Child Development (pp. 413-416). New York, NY: Macmillan Reference USA

Dyer, J. R. (2002). Vygotsky, Lev (1896 - 1934). In N. Salkind (Ed.), Child Development (pp. 428-429). New York, NY: Macmillan Reference USA



- **R. PLUTCHIK**

"The Wheel of Emotions" by Robert Plutchik, is one of the most brilliant theoretical propositions, understandable to anyone interested and easily applicable in practice. The wheel consists of **eight basic emotions that represent relatively common experiences in a person's personal experience on the path of growth**. The emotions are: joy, confidence, fear, surprise, sadness, disgust, anger and anticipation. The author recognized them as dimensions that rarely occur alone, more often in a mixed form, and which can manifest in varying degrees of intensity.

Plutchik points out that the **described emotional states have similarities and not quite distinct boundaries**. This makes them susceptible to combining in different individual ways, and often ends up forming a more complex (mixed, complex) feeling. He examines and points out these overlaps

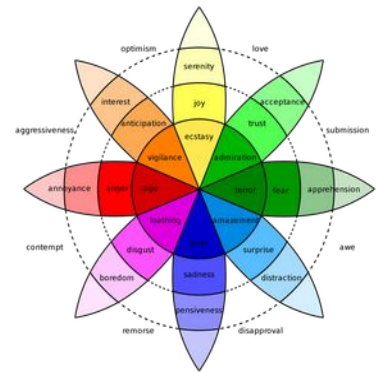
and divides them into primary, secondary or tertiary (increasingly rare and bound by attachments of lesser degree of kinship).

Pluchik's theory reflects the complexity of the inner life. Human beings can experience several things at once, and in fact, this is our natural state. Knowing the possible combinations of primary emotions and translating them into a subjective plane is essential to learn to identify, discriminate and manage what is happening within us. That is, to have adequate emotional intelligence.

Pluchnik explores each of the basic emotions, looking at their different degrees of intensity and the specific way in which they can intertwine with each other to take on new and almost infinite nuances. An example of nuance and a more complete understanding of emotions according to Pluchik:

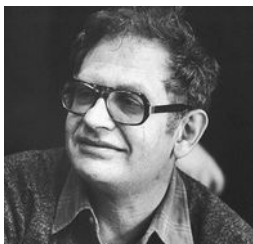
1. - Joy - peace – sadness.

Joy is the furthest from the emotions: fear and anger. By conflating joy with fear, it would produce guilt, through which a secret sense of unworthiness would be expressed; and with the second, it would lead to pride, which would prove an empty sharpening of one's position on any issue, in the context of confrontation with others.



Read more. Sources:

<https://www.6seconds.org/2022/03/13/plutchik-wheel-emotions/>



• **L. KOHLBERG**

Lawrence Kohlberg based his studies on the development from child to adult and adult-child communication, in the context of understanding a life path of development.

Kohlberg based his theory of **moral development** on experimentation and analysis of the arguments children use in case studies and influenced by Piaget's theory. According to him, **morality develops throughout the life cycle**

of people and is divided into 6 stages, divided into 3 levels: Pre-conventional, conventional and post-conventional.

Applicability in the Out of the Net model:

The third level of morality development (Public rules and personal rights) is related to the creativity and inner freedom of the person, also known as the "Level of Universal Principles". At this stage, we realize that the personality cannot always fit in and comply with the written rules. Each of us has built ourselves as a person, with our own value system and beliefs that we rely on. The rules are meaningful and convenient, but can be changed if necessary.



• **E. ERIKSON**

Erikson's theories consider **the responsibility of the adult** and its importance for the development of the child: the positive resolution of the age crises "Own contribution, against feelings of inferiority" and "Initiative, against feelings of permanent guilt" (Erikson, Child Development). Erikson introduces **Techniques for creating positive memories as supports for**

emotional development. The techniques are related to the expression and impression of the child's personal development, defining the boundaries of the age stages.

Kohlberg's and Erikson's theories contribute to the understanding of the child-adult relationship, in them there is a place for the teacher, in the role of a trusted facilitator for the family or for the children's group, and for the educational expert to use the synergy of the common experience.

Read more:

Levine, E. L. (2002). Kohlberg, Lawrence (1927 – 1987). In N. Salkind (Ed.), *Child Development* (pp. 225-226). New York, NY: Macmillan Reference USA

Turiel, E. (2005). Moral Development. In B. Hopkins (Ed.), *The Cambridge Encyclopedia of Child Development* (pp. 242-248). New York, NY: Cambridge University Press

1.b Modern theories on child development

- **D. GOLDMAN, A. ADLER and others.**

Theories examining the **needs of children in the conditions of the "World of Digital Opportunities"** and in the conditions of online social contacts (D. Goldman, A. Adler, etc.). According to them, the modern child has an increased need for:

- noticing and reflecting in communication
- stimulus – from real life and challenges to respond to
- respect (Validation)
- acceptance in a positive and accepting social environment rich in alternatives for realization;
- intimacy - as the right of every person – to share his physical SELF through his emotions and vice versa – his emotions through his physical SELF, in a family and/or trusted (friend) circle.

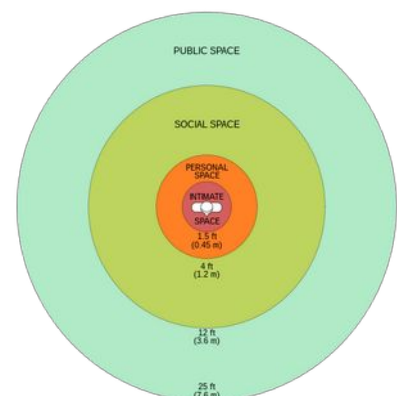
Applicability in the Out of the Net model:

Goldman's theoretical propositions are widely known, and the addition to them corresponds to the "Out of the Net" model of the project. The identified needs are specific and a useful addition to the coaches' knowledge.



- **E. T. HALL**

Born in 1914, Edward Hall's most famous work was done on his **innovation of the proxemic theory** (Brown, 2001). In "The Hidden Dimension", Hall explains his theory of proxemics and how **we use space to communicate**. In his works, he defines proxemics as a hidden element that is strongly influenced by the cultural environment, and even determines the appearance of cities. Hall describes **interpersonal spaces (relational spaces between people)** by dividing them into four areas: **intimate space, private space, social space, and public space**. The scientist introduces «**comfort zones**» and defines a system for determining the effect of distance on communication and how this effect varies between individual cultures and other environmental factors. Proxemics is one of the directions of non-verbal communication that affects social behavior, along with haptics, kinesthetics, paralinguistics, etc. Only a small percentage of the brain processes verbal communication. From infancy, nonverbal communication is studied by what makes the face, rather than the voice, the dominant



communication channel. As children become verbal communicators, they begin to subconsciously watch facial expressions, vocal tones, and other nonverbal elements. Culture (family and social) plays an important role in non-verbal communication and is an element that helps learning activities. In many Native American communities, for example, there is often an emphasis on nonverbal communication, which serves as a valuable means by which children learn. In this sense, learning is not entirely verbal; it is also non-verbal. Proxemics teaches children how to participate in the system of interpersonal interactions, and also to adopt cultural values from an early age.

Applicability in the Out of the Net model:

If we do not pay attention to how we interact with others, we create prerequisites for the appearance of communication barriers, such as:

- Lack of feedback
- Negative emotions
- Misunderstanding
- Misinformation
- Feeling isolated
- Lack of vision

Finding fault in oneself and others. These barriers lead to conflict situations. They create an unfavorable atmosphere for learning and are prerequisites for complexes and low self-esteem.



- **V.A. YASVIN**

In his theory for the correct design of a developing learning environment V.A. Yasvin uses the typology of an educational environment, which was developed by Janusz Korczak in the book "How to love a child". In 1919, the Polish pedagogue defined **four types of "educational environment": 1. Dogmatic, 2. Active, (later called career), 3. Caring, 4. Creative.** Based on this distinction, Yasvin builds his model for an educational environment, in the context of personal development. It takes into

account the factors in the upbringing of the child from the family, school and socio-cultural environment.

According to Yasvin, **the environment becomes educational, "when a person appears who has the intention to educate."** At the same time, the same environment can be educational for one person and completely neutral in this sense for another. A person has a chance to form his educational environment within the boundaries of a certain educational space, choosing educational institutions or engaging in self-education. Detailed components verify the design of the model.

Applicability in the Out of the Net model:

The components of the educational environment according to Yasvin are related to the needs of the child and the learning content and process, which makes the design of the educational environment correct for the realization of the educational opportunities in the zone of proximal development.

- *Spatial-semantic component*: architectural-aesthetic organization into spaces, symbolic space (various symbols - traditions, etc.).
- Content and methodological component:
 - concepts of training and education, educational and training programs, curriculum, textbooks and teaching aids, etc.);

- forms and methods of organizing education (forms of organizing classes - lessons, discussions, conferences, excursions, etc., research societies, self-government structures, etc.).
- *Communication and organizational component:*
 - features of the subjects of the educational environment (distribution of statuses and roles, gender, age and national characteristics of students and teachers, their values, attitudes, stereotypes, etc.);
 - communication sphere (style of communication and teaching, spatial and social density among the subjects of education, degree of crowding, etc.); organizational conditions (features of managerial culture, the presence of creative associations of teachers, initiative groups, etc.);
- Contents component:
 - the relevance of the content of education for the development of personality and professional activities of a specialist;
 - integrative approach to the content of training;
 - openness of the content of education for changes, inclusion of topical problems in the content.
- *Methodological component:*
 - variability of curricula;
 - freedom to choose an educational route within one educational institution;
 - a variety of methodological teaching aids;
 - emphasis on dialogic communication;
 - taking into account the different prevailing ways of perceiving information in different people.
- *Communicative component:*
 - mutual understanding and satisfaction with the interaction of all participants;
 - prevailing positive mood of all participants;
 - participation of all subjects in the design and optimization of the educational process.

1.c. Model of the educational environment

Modeling prevention is through **Psychology of relationship (Pichon-Rivier theory)** in which interpersonal relationships are fundamental to our development. Modeling takes into account the connections and links prevention with a new reading of classic theories of child development (such as Piaget, Vygotsky, Erikson, Kohlberg, etc.). and a selection of modern theories about favorable conditions for personality formation: a formative environment for development, emotional and social learning, self-awareness and physical health, etc. (Yasvin, V.; Adler, Kohlberg, Hall, etc.) The "OUT of the NET" model analyzes three sectors through which it builds a preventive concept:

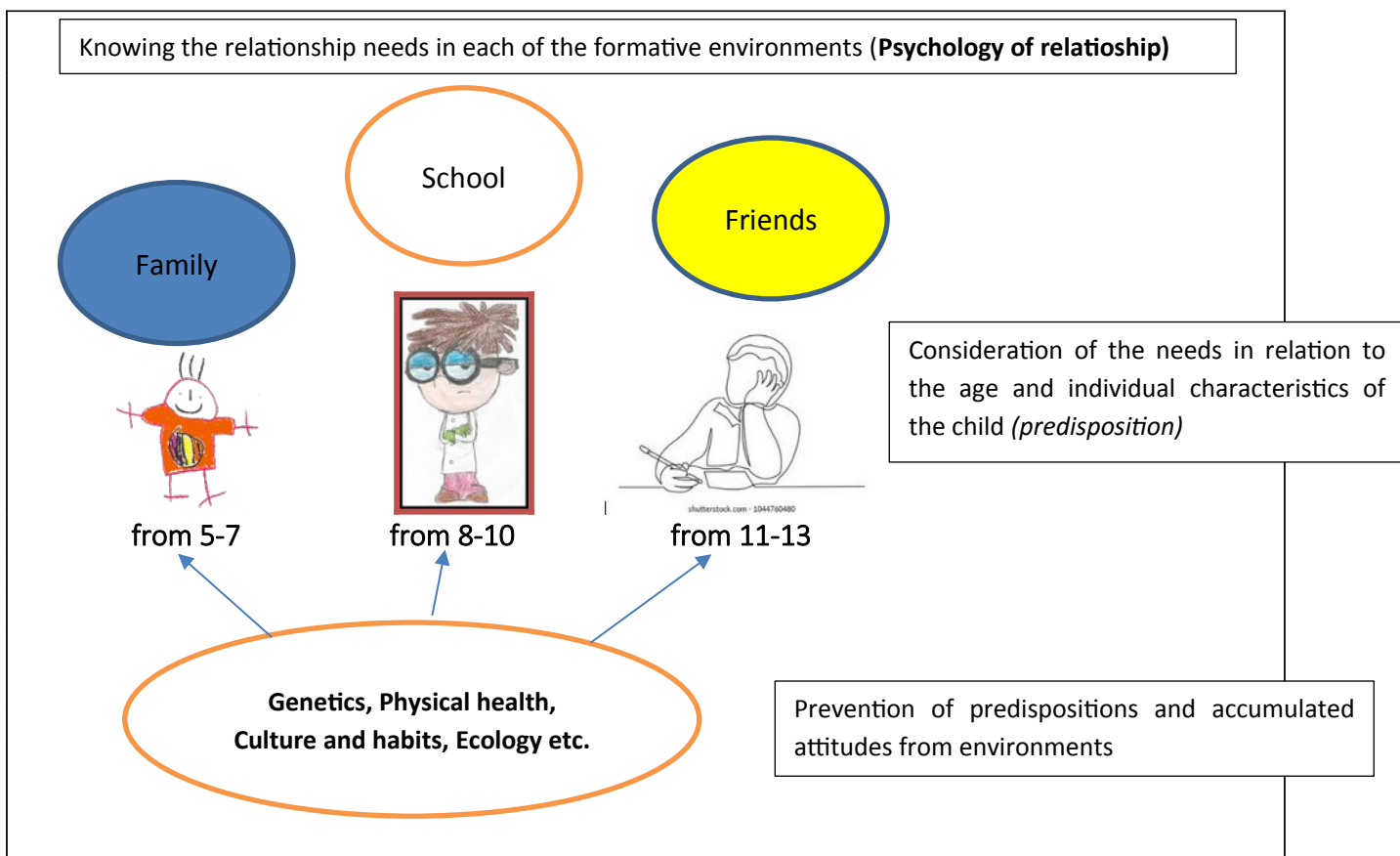
- a) predisposition
 - b) needs
 - c) influences of formative environments
- a) **Predispositions** are a set of physiological and hereditary factors: threshold of sensitivity, type of temperament, etc. These characteristics are individual and the Teacher can take them into account and help the child to overcome or develop them.
 - b) **The needs** of the child are related to age. It is known that each age has its growth tasks and its age limitations. A basic need for a child's development, however, is to be accepted and loved from an early age.

- c) *The immediate social environment, the Formative Environments, influences throughout life.* Relationships and relations in the family, in the school, in the circle of friends shape the world view, the pattern of behavior, attitudes, etc. lasting personality characteristics from earliest childhood. *Unsatisfied needs in the formative environments lead the child to seek compensation elsewhere or in another way.* For example, lack of sufficient parental attention, as a family practice, causes the child to seek attention outside the family. The cultural environment, teaching style, school organization, friends, etc.. are *the Factors that accumulate and are considered formative* in the social development of the child.

1.d. Psychology of relationship (Predisposition, Needs, Environment) and the Prevention Model „OUT of the NET“

The OUT of the NET model is complex and planned in three steps:

- 1) The teacher gets to know and considers the needs of the child according to age and individual characteristics. (The teacher's focus is on the **child's predispositions**)
- 2) The teacher considers **relationships factors** (Psychology of relationship) from educational environments, localizes their accumulation, and plans adequate **preventive measures** before the child seeks compensation.
- 3) **The teacher conducts a series of activities for the development of relationships**, with the greatest benefit to the child





Annex 2. Materials for Module 2

2.a Introduction to the Phenomena of Hikikomori

The nature of Hikikomori. Prerequisites for Hikikomori

The name Hikikomori is a word that is formed from a combination of two Japanese words HIKU – push, KOMORU – avoid, run from (Lit. to STAY APART) on Japanese language means precisely, "to isolate oneself, to stay on the sidelines".

The name was proposed by the Japanese scientist, psychologist and critic Tamaki Saito, who specialized in adolescent psychiatry and held the position of Director of Medical Service at Sofukai Sasaki Hospital in Funabashi, Chiba. Tamaki Saitō is internationally recognized for his research on hikikomori and is listed as Japan's leading expert on hikikomori syndrome. His most famous works are:

- Gekiron! Hikikomori (激論！ひきこもり), Argument! hikikomori (co-authored with Sadatsugu Kudo) 2001
- 'Hikikomori' kyushutu manual (「ひきこもり」救出マニュアル), 'Hikikomori' rescue manual 2002
- OK? Hikikomori OK! (OK?ひきこもり OK!), OK? Hikikomori OK! 2003
- Hikikomori bunkaron (ひきこもり文化論), On Hikikomori culture 2003
- Saitō, Tamaki (2012) Social Withdrawal: Adolescence without End. Trans. Jeffrey Angles. Minneapolis: University of Minnesota Press.

Dr. Saito's observations are from his personal practice. He notices that without having a specific phobia, deficiency or mental diseases:

- Some children do not want to leave the house
- They usually give up school and work
- They stay hidden in their room.

As a result of the research and discussions 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 no close friends,
4. has continued in this state for more than 6 months,
5. has neither a psychotic pathology nor medium to lower-level mental retardation

2.b. HIKIKOMORI and psychosocial disorders. Differences and similarities. Additional information

How to distinguish hikikomori from known psycho-social disorders?

The symptoms/ signs of hikikomori are similar to social anxiety disorder, one of the most common

conditions on the spectrum of anxiety disorders. The difficulties that are common to the conditions are the external manifestations: restlessness, in situations where one is exposed to possible judgment from others, difficulty and avoidance of starting a conversation, reluctance to perform in public, etc. Visible discomfort in communication and group work is often unfounded, and encouragement from the teacher is not enough of an incentive. In the child, blushing, sweating, trembling, palpitations are observed when the child is asked to explain something in front of everyone. In such a state, cognitive processes such as memory, attention, thinking, and imagination are greatly reduced. It is considered the first reaction to anxiety and is most often "Escape-avoidance of situations" And this is exactly what can immediately distinguish social anxiety from the manifestations of Hikikomori: scientists note that in Hikikomori attitudes are generated for a more cynical attitude towards social relations, the reaction is not necessarily avoidance: it could be arrogance, neglect, ignoring (exclusion from the situation, e.g. "I'm talking on the phone at the moment"), irony at what is happening, etc.

Other visible signs:

Similar to social anxiety, Hikikomori avoids eating in public, preferring to eat on the sidelines. Hikikomori shows insecurity in general motor skills: inappropriate behavior during physical activity is often observed. (is shielded, not reflected.)

The root causes of anxiety are of a different nature: from high expectations for the child in the family and in the classroom, to a lack of communication skills. It is assumed that Hikikomori - the root causes are similar, but also have other influences (eg the influence of the screen, on the sensory and thinking, etc.).

Hikikomori should also be distinguished from gaming/internet addictions. The syndrome can be defined as more complex, regardless of the fact that the life of the "hikikomori" youth is highly dependent on the Internet. Hikikomori strives for social communication (and there is one on the web). They show no cognitive deficits, nor intellectual deficits. Young people realize their potential, but in the network: they often find a niche and have a well-paid job - YouTuber, etc.). There is a case where they live with their "avatar", with which they demonstrate a high opinion of themselves. They show diverse interests (music, movies, etc.), they don't think of themselves as damaged. Physical contact with real people is not experienced satisfactorily (similarity to autistic manifestations). They do not show a desire to go outside. They may demonstrate a preference for self-isolation, similar to depressive states.

Annex 3 : Materials for Module 5

3.a Role of the family on the detection and prevention of social withdrawal and hikikomori

Students in a condition of social withdrawal at home:

- Active resistance to leaving home, in which case our intervention is really limited, for that reason is the child psychiatry services, through the families, who intervene.
- Escape and avoidance behaviors, which are sometimes accompanied by verbal and physical aggression that manifest themselves in High schools as serious behavioral problems.
- Behaviors of social isolation, non- aggressive, but which have a very significant affectation in the development of average activities at school.

Both within families and in class, the abuse and misuse of technology among children may become one of the most serious risk factors for developing social withdrawal. Regarding parents' concern, talking to parents whose children had difficulties to meet grade-level standards, it emerged that they thought it could be due to the excessive screen time. On the other hand, teachers often reported that some pupils spent too much time "glued to the screen, which may affect their academic achievement, their socialization and emotional well-being.

Screen addiction is a loop without parental control or digital education. New problems may be associated

- Difficulties interacting with other people
- Cyberbullying
- Low tolerance to frustration
- Sleeping disorder
- Self-control issues
- Sight problems

3.b What is the role of technology within the family? Instruments for examining families' and children's digital habits

Questions for parents about the use of technology:

1. What is the first thing you do when you wake up?
2. When you sleep, do you keep your mobile/smart phone on the bedside table? When you wake up, do you check your phone before looking at your partner?
3. Are you aware of how much time you spend when you turn your phone on? Do you jump from one application to another too quickly? Do you remember what you watched when you turn your phone off?
4. How do you react when you receive a message, and you are with some people? Do you immediately look at your phone? Do you feel anxious?

Questions for children about the use of technology and the activities done with the family in the free time:

1. From Monday to Friday, how much free time do you spend in front of screens (TV, mobile phone, Tablet, computer, video games, etc.)?
2. From Monday to Friday, how much time a day do you spend talking, playing or doing some activity with your mother and/or father (board games, cooking, walks, sports,...)?

3. On holiday time, weekends, how much time a day do you spend in front of screens (TV, mobile phone, Tablet, computer, video games,...)?
4. On holiday and weekends, how much time a day do you spend talking, playing or doing some activity with your mother and/or father (board games, cooking, walks, sports, cultural activities,...)?

Activities for prevention in class

- Parents workshops in school
- Workshops with students
- Social abilities program (for teachers, students and families)
- Offering entertainment alternatives to the use of technology

3.c An example of a workshop with students (and adaptable for parents) about digital education and prevention of technology abuse/misuse

- Presenting the aims of the workshops:
 - Offering opportunities for digital education (in terms of knowledge and competences)
 - Developing social skills for interacting “outside the screen”
- Discussing examples of a good use of technology with short videos, photos, articles, etc.
 - Which could be a “good” use of technological devices? Why?
 - Which could be a “bad” use of technological devices? Why?

Presenting the consequences of the abuse of the screen considering the following areas:

Physical

Sight problems
 Sleeping disorders
 Bad eating habits

Psychological

Low tolerance to frustration
 Self-control issues
 Unstable mood

Social

Difficulties in interacting with others
 Aggressive behaviors
 Cyberbullying

- Learning how to manage the time for playing/using technology: how, how much, with whom, how many times during a week, etc.
- Learning to find alternatives for social/game activities at home without using technology: discussion and practical workshop
- Balancing physical and digital life: suggestions for taking care of the body and the mind when turning off digital devices

ALTERNATIVES TO THE SCREENS



OCTOBER 2022, BRAINSTORMING IN PANEVEZYS, (LITHUANIA). ERASMUS+ OUT OF THE NET - HIKIKOMORI

- Cook
- Write stories
- Go to the park
- Listen to music
- Play an instrument
- Design clothes
- Tabletop games
- Ride a bike
- Skate
- Reading
- Daily walks
- Hobbies
- Individual sport
- City exploration
- Trips preparation
- Crafts
- Study
- Singing
- Jigsaw puzzle
- Drawing
- Team sport
- Swim
- Lettering
- Origami
- Belong to an association
- Dancing
- Help at home
- Camping trip

Annex 4 : Materials for Module 4

4.a The "OUT of the NET" model, to the teacher's support: Signals of possible risk of social withdrawal:

	External manifestation / signal / What does the teacher notice?	Possible personal reasons (triggers)	Recommended Preventive Activity	An effective way of implementing prevention. activity
1	Does not want to or avoids talking. Silent child.	Lack of communication skills; ignorance of emotions; fear of empathy, does not know how to express his feelings, shyness, distance. Lack of experience and knowledge to engage in communication. A poorly developed sense of belonging to a group. Restrictive parenting practices. Dogmatic classroom.	Development of non-verbal and verbal communication needs: connecting communication with experiences: bringing joy, sharing, support, stories and retellings of experiences and achievements, joint work and joint events, group art and creativity.	Role-playing, joint activities of interests, outings, Accumulating emotional experience by reading literary excerpts, poetry evenings, movies, etc. Attending sports meetings, etc. activities that evoke spontaneous emotions. Participation in tournaments and matches (even just as spectators)
2	Limits the number of his friends, closed and does not communicate in his family.	His interests, his character, his temperament do not match those of most children in the class, the neighborhood. Difficulties in learning, expressing, accepting and trusting. A different cultural worldview, social inequality, concern about appearance, fear of ridicule and rejection, etc.	Proactively develop interests; to cultivate ways of "Entertainment"; to tolerate persistent relationships; to explain reasonably the reasons for unsustainable relationships; to assume and build Trust/ not to allow mistrust; to be inclusive and not ignored by eligibility rules; not to accept social isolation	All kinds of clubs and workshops; meeting interesting people; recurring ethical norms; positive classroom rules; any "Show" - artistic manifestations, to break stereotypes, to accept the different as an opportunity for diversity and identity.

			as a position; to show tolerance and social acceptability towards others	
3	He doesn't work, he doesn't study. Stagnation of development.	It encounters difficulties in realization, in application, in explanation. Weak resistance of character - gives up, does not see meaning in activities, does not have fun. He doesn't believe in his abilities; does not see the perspective of himself as a position. He doesn't know how to fit into the tempo of the group. Low self-esteem.		Project and project-based activities with research tasks; volunteer activities; group assignments; group initiatives; group creativity; self-improving activities - all kinds of competitions - for participation, not competition. (E.g. <i>Marathon for Health</i>)
4	Refusal to go out, travel, and engage in outdoor activities and other motor challenges. (Internet preferred)	Sedentary way of life; lack of motor culture; world view of the family; not well developed musculature; poor motor skills/sensors; lack of experiences in nature, fear of the unknown; worries about ridicule, etc.		Excursions, outdoor sports activities, happenings, flash mobs, etc. Performances, exhibitions, crafting.

4.b The teacher in action: preventing social withdrawal with prosocial attitudes.

Where and how it is appropriate for the teacher to be an active protagonist with Model activities.

Formative position of the prosocial teacher

ProSocial teacher informs supports and brings the changes to:

ProSocial teacher plans and provokes

ProSocial teacher never allows

Family /parents, relatives, Active interaction, enjoyment Detachment, lack of empathy,

brothers, sisters/,etc.	of communication, empathy together, activities for the whole family	misunderstanding, ignoring, boredom, annoyance.
Colleagues and Schools /teachers, peers/	- A challenging, welcoming and fun school. Team communication. Informal peer relationships. Non-dogmatic teaching style, tolerant and appropriate classroom language. Opportunities for outdoor learning activities.	Distant and competitive behavior between participants in the educational process. Boring, monotonous learning units. Strained and/or insincere communication. Ignoring, rejecting others, bullying
Personal support Support for character resilience, independence, self-esteem, self-confidence, self-presentation, support for the physical and social aspects of the child's development	Any Activities for the confidence and social inclusion of the child with the participation of parents, teachers, children and all kinds of other participants in school and outside, which give the child a chance to create, get to know him/herself, participate, experience real contact with real life, in all its possible manifestations.	- boredom at school - challenge to society / family - unwillingness to blend in - desire to belong in the group - copying popular behavioral trends - drawing attention - fashion /Stereotypes - no goal in life - desire to belong and become part of a social media community

4.c In conclusion:

Consider the following questions:

- Does child/children seem overwhelmed most of the time?
- Do you have a child who has temper tantrums with minor frustrations?
- Do you observe real outbursts of anger in your child/children?
- Does the child/children get increasingly restless when you say it's time to stop playing on the console or get up from the computer?
- Does the child/children have difficulty making eye contact after screen time or at all?
- Do you sometimes feel that the child is not as happy as he should be, or that he does not enjoy different activities as he used to?
- Does the child have difficulty making or maintaining friendships because of immature behavior?
- Are you worried that children's interests have narrowed recently or that they are increasingly revolving around screens?
- Does the child's success in school decrease?
- Do you feel like your child is performing below their potential and no one can tell why?
- Do teachers, pediatricians, or therapists hint that your child may have bipolar disorder, depression, ADHD, anxiety, or even psychosis and ask if such illnesses run in your family?
- If you have seen more than one specialist, have they given you different or conflicting diagnoses?

- Does it sometimes happen that the child is tired but tense; look exhausted but can't sleep, or sleep but don't feel rested?
- Does your child seem lazy or unmotivated, have you noticed that they don't pay enough attention to details?
- Would you describe the child as stressed even though you cannot name any major stressors?

The only recipe is to come up with dozens and hundreds of ways to win the child's attention and trust. Warm and direct the child's interaction with the parent is indispensable. The live element of direct interaction in the social environment at school provides another mirroring - image of the brain's natural function: To learn! And if children show deficits in the affective relationship, prevention is the development of the child's personality, in real experiences and a community with multi-polar and at least two-way relationships.