



DIGIPRO

DIDACTIC PATH FOR PARENTS

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Introduction

There is no denying that children are increasingly using digital technologies, which often exposes them to cyberbullying and hate speech. It is important that adults around these children know how to respond if they find themselves in such a situation. It's almost more important to know how to prevent it.

Key words

BULLYING – repeated aggressive behaviour that can be physical, verbal, or relational. Bullies are often relentless and bully repeatedly and for long periods of time. You may live in constant fear of where and when the bully will strike next, what they will do, and how far they will go.

CYBERBULLYING – Through the use of technology, bullying is no longer limited to schoolyards or street corners. Cyberbullying can happen anywhere, even at home, via smartphones, emails, text messages, and social media, 24 hours a day. Cyberbullies use digital technology to harass, threaten or humiliate you. Unlike traditional bullying, cyberbullying does not require face-to-face contact and is not limited to just a handful of witnesses at a time. It also does not require physical strength or power.

HATE SPEECH – public speech that expresses hate or encourages violence towards a person or group based on something such as race, religion, sex, or sexual orientation.

How to put it into practice

This is a path for families to make it easier for parents or guardians to deal with complex issues like hate speech and cyberbullying. It can be overwhelming to try to help with an issue we are not familiar with, so that is the reason why we have written down some key words. We suggest that parents read these and then watch the cartoons with the children. Afterwards, they can try to discuss what they thought of it, and parents/guardians could explain the terms bullying, cyberbullying, and hate speech to them now that they are familiar with these terms.

Activities should involve both the adults and the children. Use the opportunity to open up emotionally and find out if they have had such experiences.

Activity 1 – Sympathy and Compassion

Sympathy implies a positive evaluation of the other, while empathy does not. Bullying must be approached from a compassionate point of view, which means that everyone helps, students, parents, and teachers, because it is a community problem. Here is an activity to help overcome a bullying situation through compassion and sympathy.

Duration

1 hour talk. Children will spend more time asking other family members, friends, or acquaintances about their drawing.

Learning Objectives

By the end of this exercise, students will be able to:

- Accept that not everyone sees reality the same way.
- Do not be afraid to ask when we do not understand something.

Materials

Paper and drawing tools (pencils, coloured pencils...) for the adaptation for younger children. None for the original activity.

Development

- Ask the child (or children) to make a drawing on a piece of paper that represents an emotion they are feeling now or have felt at some point (happiness, sadness, fear, shame, or anger). Ask them not to describe the emotion in words, but to try to represent it only through the drawing.
- Ask them to show their drawing to different people, the more the better. You, siblings, cousins, neighbours, friends...
- Each time they show the drawing, ask them to ask the others to write down the feeling they think the drawing represents. Point out to the child that each person has their own opinion.
- Tell them to read what they wrote and ask them the following questions: does what they wrote agree with what you were trying to convey? Did you write down a word that you do not understand why it was chosen? If you do not understand why they wrote that word, what can you do to understand it? Were you able to figure it out? Did you learn anything from this activity?

Note to adults: It is possible that some of the words match the emotion the person wanted to portray in the drawing, but perhaps reading certain words surprised them. Asking the person to explain why they understood something differently will open their mind and help them understand that different people see the word differently. Even when we see the same thing, we can understand a situation completely differently, and the best way to find out is simply to ask.

GLOSSARY OF EMOTIONS:

ANGER – a strong feeling of being upset or annoyed because of something wrong or bad.

ANXIETY – fear or nervousness about what might happen.

CONFUSION – the feeling that you have when you do not understand what is happening, what is expected, etc.

COURAGE – the ability to do something that you know is difficult or dangerous.

DELIGHT – a strong feeling of happiness : great pleasure or satisfaction.

DISLIKE – a feeling of not liking or approving of something or someone.

DISTRESS – unhappiness or pain: suffering that affects the mind or body because of a very difficult situation.

EMBARRASSMENT – the state of feeling foolish in front of others.

ENTHUSIASM – strong excitement about something: a strong feeling of active interest in something that you like or enjoy.

ENVY – the feeling of wanting to have what someone else has.

FEAR – an unpleasant emotion caused by being aware of danger: a feeling of being afraid.

FRUSTRATION – a feeling of anger or annoyance caused by being unable to do something

FURY – violent anger.

HOPE – to want something to happen or be true and think that it could happen or be true.

LOVE – a feeling of strong or constant affection for a person.

PRIDE – a feeling that you respect yourself and deserve to be respected by other people. Also a feeling of happiness that you get when you or someone you know does something good, difficult, etc.

RELIEF – a pleasant and relaxed feeling that someone has when something unpleasant stops or does not happen.

SADNESS – feeling or showing grief or unhappiness

SHAME – a feeling of guilt, regret, or sadness that you have because you know you have done something wrong.

Self Assessment

How did you feel about some people not understanding what you were trying to say?

Do you think it is possible that in a dispute both sides are right when they see things differently?

Age group

This activity does not need to be modified, regardless of age. Younger children may need some help understanding the meaning of certain words/emotions, especially if the text on the back is from older people.

Activity 2 – Respect and Apology

Children will have more confidence in their parents if they treat them fairly. A child's self-confidence will increase as he realizes that both dad and mom can make mistakes, see emotionally mature parents able to admit their mistakes and apologize. This is very important to ensure the proper upbringing of children. Being able to apologize to a child is a healthy way to maintain a family relationship and teach children to behave with dignity in situations where they are wrong or wrong. After all, children take our example from our own behavior, not from what we tell them.

Duration

One hour.

Learning Objectives

The Itinerary starts with the display of the Cartoon as an activator for the discussion and activities.

By the end of this exercise, students will be able to:

- The itinerary guides children to discover emotions and empathy, to understand meaning of the honest apology.
- The aim of the discussions and activities is to help children realize that apology is very important for relations, also that apology is one of the ways to show your emotions and understand others.

Materials

Multimedia or interactive whiteboard, computer, DIGIPRO cartoon movie - <https://www.youtube.com/watch?v=7Z7uHLr6N14>, white sheet papers, pens, envelopes.

Development

Write step by step the activity.

1. Each family member takes as many sheets of white paper as there are members in the family.
2. Everyone writes a sincere apology letter to everyone in the family. No matter what incident or occurrence and the letter at the bottom does not sign.
3. The letters are placed in separate envelopes, sealed and written for whom they are intended.
4. Each family member picks up letters for him and reads them.
5. At the same time, he discusses how it felt important to apologize when writing letters.



Self Assessment

1. Is it easier to apologize to parents, siblings than friends or acquaintances?
2. Is it easier to apologize face to face or is it better to put your thoughts on paper?

Age group

Parents, 9-11 years old kids.

Activity 3 – Benevolence and Acceptance

Benevolence and acceptance are two closely related quality characteristics that can be attributed to people who are aware of and cherish the diversity in the world. Because of their understanding of others, these people have chosen to show feelings of love and kindness that are offered unconditionally, conscientiously, and in contrast to bullying, to convey a sense of serenity and peaceful coexistence.

Duration

One or more hours of interaction between parents or other family members and children.

Learning Objectives

By the end of this exercise, students will be able to:

- Understand that adults also face similar situations and must make decisions that affect their personal well-being and relationships with others.
- Be able to more easily approach family members for advice and help with relevant issues.

Materials

None

Development

- Begin the activity by informing everyone present that you will be sharing personal experiences you have had that are relevant to the themes of benevolence and acceptance. Begin by recounting an incident that you feel you should have handled differently. Explain the incident, the people involved, your reaction, and the consequences that resulted. Explain why you now think you should have handled the whole situation differently. Then refer to a situation where you are proud of how polite and tolerant you were. Explain why you feel that way.
- Then ask the child(ren) present to describe a situation they think they could have handled differently. Ask questions to find out why they think this and try to help them understand the benefits of responding differently. Then allow them to describe an incident they handled well. Emphasize and praise appropriate behavior, offering alternatives for particular responses. Always remember that the purpose of the activity is not to criticize others, but to encourage communication and provide role models for kind and open interaction with all people.

Self-Assessment

- How can you tell that you handled a situation appropriately?
- What were the feelings of you and the other people around you?

Age group

This activity is based on a sincere and intimate dialogue between family members. It does not have to be modified, but it can be facilitated by books, cartoons or videos for children that deal with the topics that interest you.

Suggestions:

Mr. Men and Little Miss series by Roger Hargreaves

Erste Christmas video “What would Christmas be without love?”

<https://www.youtube.com/watch?v=lcx7hBWeULM>

Activity 4

A crucial social skill in preventing cyberbullying and hate speech is empathy and patience. This social skill mainly refers to the ability to understand, share, and respond with care to the feelings of others. Children are less likely to engage in cyberbullying and hate speech if they can put themselves in another's shoes. Parents and families can play an important role in helping children develop empathy skills and consequently refrain from bullying by encouraging them to understand how other children who are being bullied might feel and how they themselves would feel if something similar happened to them.

Duration

One hour.

Learning Objectives

By the end of this exercise, students will be able to:

- Develop an understanding of the "Golden Rule".
- Identify and discuss bullying-related activities
- Identify and discuss kind behaviour as a counter to bullying

Materials

- Digital device (e.g. computer, tablet, smartphone, smart-TV)
- DIGIPRO cartoon movie - <https://www.youtube.com/watch?v=7Z7uHLr6N14>
- Red marker
- Colourful markers
- Two (2) A3 papers

Development

- The whole family sits down at the table
- The parents introduce the children to the "golden rule." The golden rule is: "Do unto others as you'd have them do unto you".
- Children then work with their parents to implement the "golden rule" in situations of cyberbullying and hate speech by naming activities related to bullying that they don't want other children to do to them and therefore shouldn't do themselves. Examples might include:
 - I wouldn't want someone to call me a swear word, so I wouldn't call anyone a swear word either
 - I wouldn't want anyone to hit me, so I wouldn't hit anyone else either

- Using a red marker, the children and their parents write (or sketch) on an A3 paper the bullying situations that apply to the "golden rule" they've identified.
- Once a sufficient number of examples have been identified by family members, parents introduce the rest of the family to the concept of kindness. In acts of kindness, children are asked to name things that they'd like other children to do for them and therefore should do themselves. Examples might include:
 - I like it when someone invites me to play with them, so I'll invite someone to play with me
 - I like it when someone compliments me when I did well in a class activity, so I'll compliment someone when they did well in a class activity.
- The children and their parents write (or draw) with coloured pens on an A3 paper what they've identified as kind anti-bullying behaviour.
- This leads to a final discussion to help children understand that they shouldn't do to others what they don't like themselves and that they should instead show kindness to prevent bullying.

Self-Assessment

- What does the "Golden Rule" say?
- Why is it important for me to be kind?

Age group

9-14 years old.

Activity 5 – Kindness and Caring

Kindness and caring and compassion, which are interrelated, are qualities that all parents want to instill in their children. To achieve this goal, it is not enough to ask the child to do nice things for other people. Teaching children to look at a situation and understand how it might be experienced from another person's point of view is an important life skill..

Duration

30 minutes-1 hour

Learning Objectives

By the end of this exercise, students will be able to:

- Understand the importance of kindness and caring
- Describe their own experiences with acts of kindness

Materials

- Preparation of game scenarios
- Pens/markers/ pencils

Development

First, write down a few scenarios in which children can be kind to others such as:

- A child sitting alone at lunch
- A child crying or looking sad
- A parent having a rough day
- A parent/ sister/ brother feeling sick
- A child with no one to play on the playground
- Seeing two children teasing another child
- You are in the grocery store with your parents and you see someone drop items from their hands onto the floor.
- Others - If there are specific situations you see in your home be sure to include them.

Place slips of paper with these scenarios in a hat or basket. Have the children choose a slip of paper at random.

The children must read the scenario aloud and act out how they would show kindness in the given situation. If the children get stuck, help them brainstorm. Give them good examples and play along with them.

The next time they encounter these scenarios in real life, they will know exactly how to treat their peers, parents, and relatives with kindness!

Self Assessment

- Are any of these scenarios situations you've also faced? If so, is there anything you will do differently next time?
- How can you show care, respect, kindness and help to others?

Age group

This activity does not need to be modified, regardless of age. Younger children may need some help understanding the meaning of certain words/emotions, especially if the text on the back is from older people.