



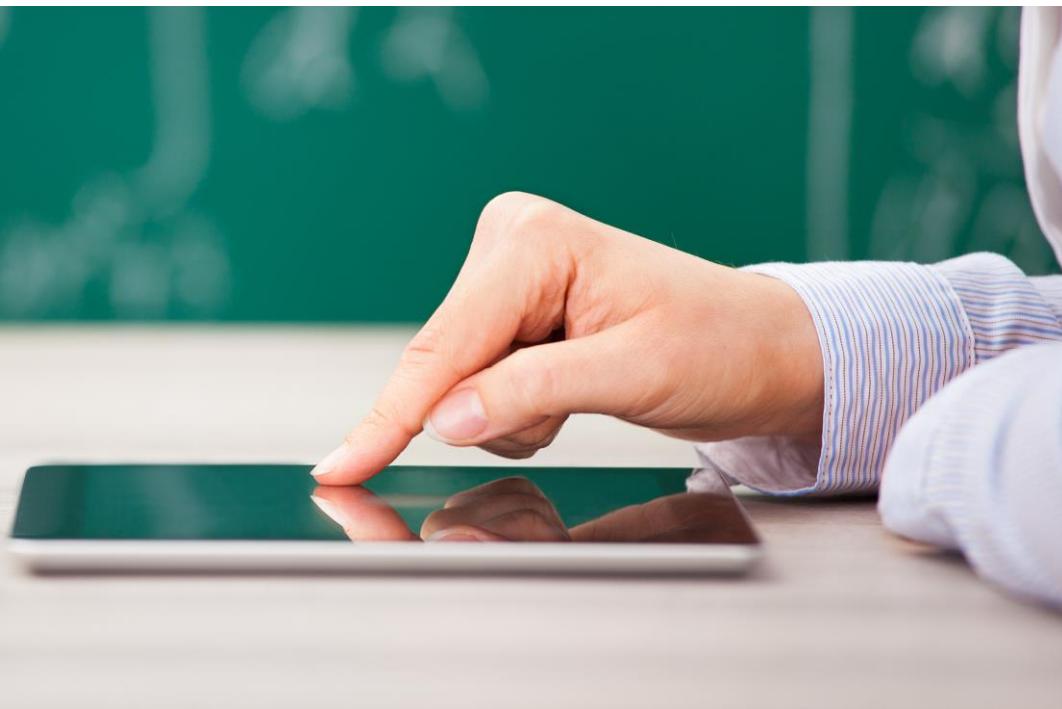
JRC TECHNICAL REPORTS

Empowering Teachers and Children for a Healthy Digital Life

*Report on activities carried
out at the European School
of Varese, Italy*

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The JRC team

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1. TEACHER TRAINING TO PROMOTE HEALTHY DIGITAL LIFE AMONG PUPILS

This work contributes to deliverable 1 'Empower Children Rights & Fight Cyber-threats' of the E-CIT Project, 'Empowering Citizens' Rights in emerging Information and Communication Technology, with the aim to develop recommendations to empower children rights by preventing and mitigating ICT emerging issues through education, school and community co-vigilance, as well as reconciliation of digital and personal interactions.

Through this training action with teachers, we have supplied tools to schools that target mostly the role of teachers in the promotion of a balanced and healthy online life and the prevention of cyber-bullying at primary school level.

The conclusions of the last Safer Internet Forum held in Brussels in October 2013 reaffirm the need of preventive actions through education. To address this need when more and more ICT devices enter in schools, reflection on the role and the preparation of the teachers is fundamental.

This document reports on a first action of a broader research project that targets the school community (children, teachers, parents) as a whole that is currently being developed.

Our aim in this experience in training the primary teacher of the European School of Varese is to open a path to empower teachers in guiding our children to become smart, responsible, and respectful also when using media and help them to understand the ethical consequences behind the decisions they make online. Healthy children learn better and become healthy adults enabling them to reach their potential.

The European School of Varese is a particularly notable place as students from all EU (and beyond) geographies and cultures live together, both online and offline.

In collaboration with school management, a group of researchers from the European Commission's Joint Research Centre, Institute for the Protection and Security of the Citizen, led in 2013 awareness raising activities about cyber-bullying with primary and secondary students of the European School¹. Building upon the success of this activity, the Primary section of the school asked to reiterate the collaboration with JRC's researcher in the particular aim this time of reaching the teachers.

This document describes the training activities that took place among teachers of the primary sections of the European School of Varese. It then summarises the observations made by the moderators of the respective activities and finally presents the recommendations that have been made by the teachers and the moderators in the light of the described experiences. The appendices present the main outcomes of the activities.

¹Â. Guimarães Pereira; A. Ghezzi, S. Chaudron, (2013), *Awareness raising about cyber-bullying – report on activities carried out at the European School of Varese, Italy, Spring 2013*. JRC 85670 / EUR 26310 / ISBN 978-92-79-34546-3/ ISSN 1831-9424

2. DESCRIPTION OF THE ACTIVITIES

Teacher Training: 'Empowering Teachers and Children for a healthy digital life'

Audience

The European Schools provide teaching in the official languages of the European Union. The European School of Varese has five language sections: Italian, French, English, German and Dutch. They also provide one lesson per day of tuition in pupils' mother tongue (L1) if this one is neither Italian, French, English, German or Dutch (Students Without A Language Section (SWALS)). The mother tongue primary teachers of the European School of Varese - L1 SWALS teachers - fifteen people, constituted the audience of this training.

Context

A multi-cultural environment where different conceptions of "personal integrity" thrive driven by different values and ethics. This also translates into different online lives.

Scope

The training, in Italian, to L1 SWALS primary teachers of the European School of Varese, lasted 3 hours and was facilitated by Stephane Chaudron and Rosanna Di Gioia supported by Ângela Guimarães Pereira, Alessia Ghezzi and Mariachiara Tallacchini as observer. Two prior meetings with the Deputy Head Master of the school, Mrs. Malik, the SWALS L1 Coordinator, Mrs Likova helped in defining the scope and content of the training. There was the request from the school to address the general topic of digital (school) life from the very basis as very few teachers of this particular group had previous training on the digital dimension of their work. Therefore, the training moved from initial specialized topic of Cyber-bullying to the more general theme of 'Empowering Teachers and Children for a healthy digital life'.

Objective

The objective of this training were:

- to raise awareness among teachers about the digital era in which our society is evolving to, its paradoxes (connected online/ disconnected offline) and its consequences for school life (bullying and cyber-bullying, from paper books to mobile screens...);
- to empower and support teachers in embracing this change by giving them online and offline supporting tools to ease the cultural shift, to bridge the gap between generations knowledge and to help preventing and solving current possible problems that could emerge from such cultural changes.
- to train teachers for preventive actions to encourage a healthy balanced, secure, trustworthy, online and offline life among early youth (reaching out at the school community).

Documentation

The following documents supported the different activities of the training and its follow-up:

- Participant booklet, available in both hardcopy and digital, formats containing the outlines of the training and a list of useful resources. Presented in annex of this report.

- Various hard copies of the material gathered in the resource section of the booklet.
- An online repository of online resources: <http://www.scoop.it/t/cassetta-degli-attrezzi>;

Methodologies

Interactive and participative session with alternately presentations, interactions and individual exchanges, small-group work, and discussion.

Date

3rd of March 2014 – 9.30-12.30

Proposal

With the collaboration of the school management, the teachers and the Institute's team, an initial plan of activities was set up as follows:

An interactive session of 3 hours using dynamic and participatory methods articulated around four moments each alternating interactive activities and presentations, excluding a short introduction:

Short introduction – 5 min

Short introduction of the training, its framework, scope and objectives

1) Raising awareness – 20 +15 min

Observations: Our society and its children are increasingly digitized.

Scope of this introduction and ice-breaking activity:- to trigger the interest of the audience for challenging this evolution and embrace concretely it in the school life – to facilitate the active participation of all.

- a) **The 'Spiderweb game'** using participants personal and professional experiences and a chosen video, 'Amazing Mindreader'² subtitled in Italian, edited by the Belgian Financial Sector Federation for its saferbanking campaign in 2012. This section highlighted the positive and negative perspectives of the digital world of the participants.
- b) **The Digital world: a new space to master** was the title of a 15 minutes presentation which considered the essential role of guardians and teachers to bring safety rules, social codes, ethics and values of the digital space to the digital native and therefore the necessity of bridging the technology gap along with the generational gap. A second video concluded this presentation: "A magazine is an Ipad, which does not work" (2011)³.

² 'Amazing Mindreader' – FINBEL -Febelfin vzw/asbl (non-profit association) is the Belgian Financial Sector Federation. It tries to reconcile the interests of its members with those of the policy makers, supervisors, trade associations and pressure groups at the national and European level. <http://safeinternetbanking.be/en/dave-campaign> - http://www.youtube.com/watch?feature=player_embedded&v=F7pYHN9iC9I

³ A Magazine Is an iPad That Does Not Work.m4v (2011) <http://www.youtube.com/watch?v=aXV-yaFmQNk>

2) From the web to the playground - 10+15 min

Focus of this activity: Concretely, what changes brings online communication in class, what is the interpenetration with off line communication; what are the codes behind, the tips...

Scope of this activity: to create discussion between the participants and encourage reflection among them on the positive and negative sides of the introduction of ICT in classes and school – to raise awareness to the audience of the necessary cultural shift to teach efficiently the pupils and help them in growing happily and safely in an digital society.

a) The consequences of the entry of the digital world at school:

This interactive session using post-its and flip charts developed the discussion around two questions

- What are the **negative consequences** of in using digital tools in teaching?
- What are the **positive consequences** of in using digital tools in teaching?

b) From the web to the playground, from the playground to the web:

This presentation, illustrated via power point, highlighted the mutual influences generated by the interpenetration of one's on- and off-line life in the school context.

2) Cyber – bullyism Prevention and Empowerment through ICT - 15+15+10 min

Focus and scope of this activity: Starting from the current practices of the teachers opens up a whole range of off-line and online preventive and empowering teaching possibilities, tools, sources of information and tips.

c) How to develop (cyber)bullying prevention strategies in class?:

The strategy suggested here was to work on improving the quality of communication and level of cooperation within the class and within the school. Keeping those objectives in mind the audience of this training course, divided in two groups, was asked to reflect with the help of moderators about the following questions:

- What kind of **off-line** tools can help in creating cooperative spirit, trust between children? In stimulating free exchanges and respectful listening?
- What kind of **on-line** tools can help with creating cooperative spirit, trust between children? In stimulating free exchanges and respectful listening?

d) How to empower pupils and teachers through the use of ICT in class?:

Starting from the current teachers practices highlighted in the previous activity, this section of the training presented a whole range of off-line and online cyberbullyism preventive and empowering teaching possibilities, tools, sources of information and tips.

3) Mini projects of Prevention and Empowerment through ICT – 30+15 min

Focus and scope of this activity: Provide time for group reflection and stimulate the creativity of the participants to create a class or a school project for a 'Digital week such as '.creating an Ethics chart, a FREE (cyber-)bullying zone, a Cyberbullying short film festival, ...

4) Wrapping up and Conclusion - 15 min

3. OBSERVATIONS

1. Raising awareness –Introduction and Ice-breaking activity

Ten days before the actual training, three short questions (originally in Italian⁴.) sent by email introduced the subject to the participants:

1. Internet is used daily and often nowadays, we cannot even do without it. Do you, for example, miss the internet? What for?
2. On the contrary, what is the more negative side of the internet for you?
3. What do you expect from this training, ‘Empowering Teachers and Children for a healthy digital life’?

Whilst the third question helped us with tailoring the training closely to the needs and expectations of the participants, we used the first two questions during the ice-breaking to introduce our activity.

The ‘Spiderweb game’

The ice-breaking activity is inspired by the ‘spider’s web game’ in which the hand-over object is a ball of yarn. To start with, all participants including moderators were sitting in a circle. The moderator has the ball in his/her hand while briefly presenting his/herself and replying to those two questions based on their professional/ personal experience.

After sharing some information with the other participants, the moderator threw the ball across the circle to another participant while holding tight the end of the yarn. At his/her turn the ‘tossed’ participant briefly presented his/herself and replied to the above two questions with the constraints that his/her answers had to be different from any previous ones. At his/her turn the participant sent the ball across the circle (i.e. not to direct neighbours) while holding the yarn.

The procedure continued until all participants had caught and thrown the ball of yarn, had shared their views with the group on the positive and negative side of the internet. As participants tossed the ball of yarn to each other, a large web of yarn was forming, connecting all participants, just like the internet and its users.

This activity created a positive group dynamics and stimulated the expression of each participant from its very beginning. It highlighted a large range of positive and negative perceptions of the use of the internet as viewed by the participants and served as a basis for discussion from this introduction. Internet is part of their everyday life. Although the experiences with the internet could vary significantly within the group, the large majority of the participants demonstrated deep interest, willingness to discuss more and showed valuable participation within the debates that sprang out the various steps of the session.

In fact, this activity took more time than initially foreseen, as the moderator could perceive the interest and the will of the participants to exchange more than initially foreseen on the subject. This interest has been confirmed and reported as highly appreciated by the participants in the written evaluation.

⁴ 1. Internet ci offre tanto, e ormai, in molti casi, non si può più farne a meno. Lei per esempio, ha difficoltà a fare a meno di internet? E per che cosa? 2. Invece, qual è la cosa che a lei pare la più negativa di internet? 3. Nei confronti di questa formazione ‘Attrezzare docenti e bambini per una vita digitale equilibrata e piacevole’, Lei ha delle aspettative in particolare?

The table here below shows the positive and negative side of the use of the internet as discussed by the participants.

Positive sides of the Internet	Negative sides of the Internet
<ul style="list-style-type: none"> • Opportunity to keep long distance social contacts at (no or very limited) costs • New creative possibilities • Democratic access, effective and cheap way to circulate ideas, opinions • Ease quick and fluid information beyond languages and distance • Quick access to information from all over the world, in any language • Reduces time and space • Large and fast dictionary, encyclopaedia • Opportunity to search information, to learn by images. An asset for teaching • E-Learning enrich the possibilities of learning and learning tool. • Facilitate number of administrative tasks • Efficient babysitter 	<ul style="list-style-type: none"> • Lack of clear rules • Loss of practice of books • Reflects the off-line society on its all, so even its negative sides • Once a child has some spare time, their first thought is to use a computer, tablet or smartphone • The difficulties to set up time limits of use • The ease of finding information reduces the sense of effort • The always-connected possibility influences the way people relates to each other. • Occupies time and is distracting Difficulty to focus, one can easily be distracted from your first goal, get lost, waste time and efficiency • The possibility to say everything and anything can be too much • Too much advertisement • Challenge the privacy – Too difficult to maintain a satisfactory level of privacy • The internet is growing every day, it is difficult to spot the right information • The development of video games (everywhere) • Induce a different reality, decrease of categories and lack of imagination • Danger to be face with non-requested and unpleasant images, videos, information • Need to protect itself from the misuse of internet freedom of speech and cloak of anonymity • Loneliness in the use of the digital instruments • Difficulty to check the validity of information

This table shows a rather balanced view of the participants on the internet and the digital tools, although we can feel from their questions and discussion a clear lack of clarity of boundaries and rules.

The video '**Amazing Mindreader**'⁵, concluded this introduction.

In this video, Dave – an extremely gifted clairvoyant – set up his tent in Brussels and gave a random sample of people the opportunity to experience his talent. After wowing guests with his amazing powers of seeing an (uncomfortable) amount of personal information, the magic behind the magic was revealed to their surprise. A curtain falls away to reveal a team of reportedly "top-notch" hackers who had been tapping into the visitors' lives all along.

This powerful, short video, viewed more than 11 million times on youtube, entertainment becomes a tool for thought-provoking analysis. Dave knows information about you because you have *already* given it all to him. It was effective in raising awareness among the training participants and lead to the conclusion among them that children's online safety starts with their own, adults and teachers, online practices.

The Digital world: a new space to master was the title of a 15 minutes lecture that presented the digital world as a new space to be explored and tamed.

The digital world creates a great deal of societal challenges as it is an emerging space, where traditional rules and social codes co-exist with newer ones, co-produced by business interests, policies, and users' values and appropriation of the digital opportunities. Recent research⁶ shows that the digital experience and experiment starts from very early/young age, preschool age. Traditionally, safety rules, and social codes were passed from adults (parents, guardians, and teachers) to children through everyday life education. The digital world is changing this tradition; children learn how to use digital tools mostly with their peers, which include gaming, schooling and social network exchanges. Adults are pretty much absent from this learning path. The issue is that those tools embed social codes and safety rules that are not necessarily shared by the children' guardians. In fact, often, adults may not even be able to tell in the first place what safe path to take in the usage of the myriad of hardware and software that children are exposed to today. Hence, having more adults committed to a child's digital learning path will allow the use of the digital tools within a value and norms system, develop awareness and critical thinking and, anticipate possible risks. But the condition is that the community (comprised also of the adults that surround the children) has made their own digital experience. It is therefore a necessity of bridging the technology gap along with the generational gap.

This presentation was concluded with a second video "A magazine is an Ipad, which does not work" showed a real life clip of a 1-year old, growing among touch screens and print and how magazines are now useless and impossible to understand, for digital natives who have the "power" to change a screen with their fingers.

⁵ 'Amazing Mindreader' – Advertising Agency: DuvalGuillaume, Belgium, Creative Directors: Geoffrey Hantson, Katrien Bottez
Creatives: Jonas Caluwe, Ralf De Houwer, Production company: Caviar, Director: Tom Willems, Producer: Jonas Van Herp, Kato Maes – editor FINBEL -Febelfin vzw/asbl (non-profit association) –
http://www.youtube.com/watch?feature=player_embedded&v=F7pYHN9iC9I

⁶ Mascheroni, G. and Ólafsson, K. (2014). *Net Children Go Mobile: risks and opportunities*. Milano: Educatt.

This video produced a real surprise among the participants of this training who realised that the generational gap is marked by a gap on skills; on social norms; and on mediation.

2. From the web to the playground

a) The consequences of the entry of the digital world at school:

This interactive session using post-its and flip charts developed the discussion around two questions:

- What are the **negative consequences** of the change to digital tools teaching bases?
- What are the **positive consequences** of the change to digital tools teaching bases?

The table here below reports the positive and negative consequences of the use of the Internet and digital tools in class as shared by the participants.

Positive sides of the Internet	Negative sides of the Internet
<ul style="list-style-type: none">• The Internet in class offers an unlimited library• The Internet and digital tools stimulate the curiosity and will to learn• The Internet multiplies the format of information beyond books, films, photos, etc• The Internet helps pupils to develop a richer vocabulary• Pupils know how to search quickly and access to information they are looking for• The Internet helps pupils to increase their knowledge on a voluntary and autonomous way• Pupils know how to use efficiency tools such as proofreading options in a text editor• The Internet develops the visual imagination of the pupils as well as visual references	<ul style="list-style-type: none">• Pupils turn to the Internet as a first source of information and forget about the other possible options• Pupils are very good at finding information on the Internet but much less in checking it. They take the information coming from the Internet as granted• Pupils can easily lose the focus of their work while on the Internet• Pupils have the impression to know how to use digital tools and Internet but their skills are very fragmented and often deprived from essential security rules• Pupils expect immediate answers and information in all circumstances• Pupils seem agitated and impatient within the learning process• Pupils seem more easily distracted, restless, less concentrated, or only over shorter period• Pupils show greater difficulty in listening to each other and taking instructions• Pupils struggle in finding information across a paper textbook• Pupils struggle in interpreting information with their own words• Pupils lose the usage of a dictionary and the knowledge of the alphabet

	<ul style="list-style-type: none"> • Pupils seems to read fewer text-books • The Internet makes the offline way of doing things boring • Pupils struggle with clear and neat hand writing and with the organisation of a page • Pupils seems to follow a lot the models available online. This influence on their creative capacity • Pupils seem to encounter sometimes difficulties at establishing the difference between real and virtual • The introduction of the Internet in the classroom before having acquired a certain level of literacy seems premature
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It is quite clear from this table that participants of this training do see more the negative impacts arising from use of the Internet and digital tool of their pupils'. It is obvious that the 'order' and 'process' these teachers were used to is being challenged by these tools, notwithstanding the recognition of the potential of the online world.

b) From the web to the playground, from the playground to the web:

A presentation, illustrated via power point

Digital tools and Internet affect our life in terms of changes in perception of our time - space, mutations of our way of life, our way to socialise and relate to each other, possible impact in our way to think and elaborate information and being creative.

The pressure of pervasiveness and ubiquity of digital technology in today's society bring possible changes in not only technological terms but also in cognitive and emotional ones. Children exposed to the use of digital devices (especially games) may develop different cognitive abilities compared to peers who are less in contact with digital tools. However, the use of digital tools, and videogames at first, can induce a change of time perception, or stimulate certain visual capacities, which all can affect the level of concentration⁷.

⁷ Castel, D., Pratt, J., Drummond, E. (2005) *The effects of action video game experience on the time course of inhibition of return and the efficiency of visual search*. Acta Psychologica, Volume 119, Issue 2, Pages 217-230

Dye, M., Green, S., Blavier, D., (2009) *Increasing Speed of Processing With Action Video Games Current Directions in Psychological Science*, Dec 2009, Vol.18: 321-326

Pei-Luen Patrick Rau, Dr. Shu-Yun Peng, and Chin-Chow Yang, (2006) *Time Distortion for Expert and Novice Online Game Players in CyberPsychology & Behavior*. Aug 2006, Vol. 9, No. 4: 396-403.

Rivero, T. S., Covre, P., Bussotti Reyes, M., Amodeo Bueno, O. F. (2013) Effects of Chronic Video Game Use on Time Perception: Differences Between Sub- and Multi-Second Intervals in CyberPsychology, Behavior, and Social Networking. Feb 2013, Vol. 16, No. 2: 140-144

Such exposure also may induce changes in the relation with space and time, with increasing expectations on the immediacy of the interaction with the offline world (continuous search for immediate responses and fun and attractive stimuli)⁸.

All this affects both motivations and behaviour: e.g. decrease of sports practice, increase of the difficulties to withstand the emotions that generates violence⁹.

The relationships between children and adults are also subject to change, having to adapt to the multitude of digital pressure ('Always-on', 'Always connected'). 'Connected' adults are increasingly being taken and interrupted in their interaction also with children / teenagers by text messages, emails, alerts, etc. The paradox is then in the digital hyper-connectivity and the resulting social disconnection.

The relationship between children are enriched by the interactions of the digital world (multiplayer games, Skype, social networks, instant messaging) to completion of friendships. These tools and practices can facilitate a sense of belonging to the group or, instead, increase the possibilities and modalities of exclusion for those who are not "in network" and for those who are targeted by the group who bully them. Cyberbullying is more than bullying. The consequences of this last phenomenon can be seen magnified by the possibility of viral spread, anonymity, identity theft, defamation as showed by the JRC comprehensive report on the subject¹⁰ All bullying is extremely hurtful to the target and can make kids feel uncomfortable, embarrassed, helpless, sad, and angry. Cyberbullying is a particular form of bullying that often spreads faster and further to more people and can occur at any time of day or night. Online messages can be more confusing or frightening than in-person communication because there are no face-to-face cues to help understand people's intentions. Helping kids and teachers recognize (cyber) bullying will help them learn to better prevent and deal with it

Systemic prevention strategies invite to create a school cooperative spirit, trust between children, children and teachers, teachers and parents¹¹.

The next activity invited participants to reflect on their current practices in developing such positive and trustworthy teaching and learning environment.

⁸ Waiguny, M.K.J., Nelson, M. R., Terlutter (2012) *Entertainment matters! The relationship between challenge and persuasiveness of an advergame for children*, Journal of Marketing Communications. Feb 2012, Vol. 18, No. 1: 69-89

⁹ Millwood Hargrave A., Livingstone S. (2009). Harm and Offence in Media Content: A Review of the Evidence. Intellect: Bristol.

¹⁰ Rizza C. and Guimarães Pereira, Â. (2013). Social Networks and Cyber-bullying among Teenagers. European Commission: EUR 25881.

¹¹ Salmivalli C, Voeten M, Poskiparta E. (2011) *Bystanders Matter: Associations Between Reinforcing, Defending, and the Frequency of Bullying Behavior in Classrooms*, Journal of Clinical Child & Adolescent Psychology, Sept-Oct 2011, Vol. 40, No 5: 668-676.

Genta M.L., Brighi A.; Guarini A. (2013) *Cyberbullismo. Ricerche e strategie di intervento*, Franco Angeli, Rome

3. Prevention and Empowerment through ICT

a) How to develop prevention tools in class?:

The scope of this exercise was to focus on teaching strategies that improve the quality of communication and level of cooperation within the class, within the school. As a first step, in order to start the reflection from the current practice of the participants, we divided the audience into two groups, asked them to reflect with the help of moderators around the following questions:

- What kind of **off-line** tools can help create cooperative spirit, trust between children and stimulate free exchanges and respectful listening?
- What kind of **on-line** tools can help create cooperative spirit, trust between children and stimulate free exchanges and respectful listening?

In the first group, in charge of reflecting about off-line strategies, participants could relate to the question easily. However, the second group could not really come up with suggestions for on-line strategies. This is due mainly to two things. First, the lack of use of the Internet and digital tools by the participants as teaching tools, exacerbated by the difficulty of access of those particular L1 SWALS teachers and their small classes to computers or smart boards. Therefore, the second group's exchanges focused on their offline and traditional practices as well. Below, the tools that can help in creating cooperative spirit, trust among children and between children and teachers are listed as discussed by the two groups together:

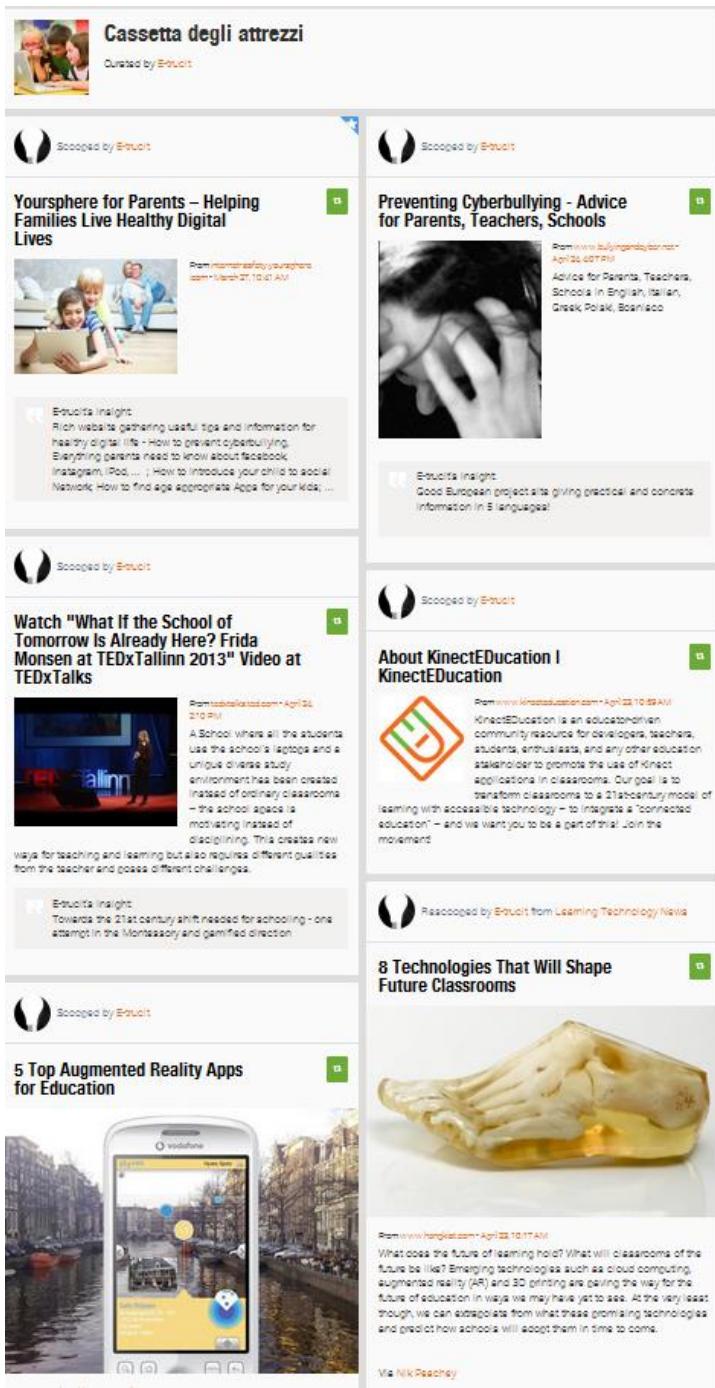
- group games,
- games on the five senses,
- group projects,
- individual presentation and peer to peer evaluation
- activities of exchanges of experiences, emotions, peer to peer and children - teacher
- self-evaluation
- star rewarding system.
- introduction of a fictive character (a big clown puppet) in the class to help pass difficult information or to express a request to the class or revealing issue to be solved together.

From this exchange we could see that the participants were still very much anchored in the traditional ways of teaching.

Another consideration that emerged from the discussion is that the majority of the participants focus their teaching and teaching process on content as the program to be covered does not allow to 'waste' time. Moreover, the development of transversal competences or skills across the curriculum was not a shared view. More specifically, regarding digital skills, the following debate raised among participants: Who is or should be in charge of developing the digital competences of the pupils? Their parents or guardians? The school? Only ICT teachers or all teachers? The debate did not provide unique and clear answers to the question.

b) How to empower pupils and teachers through the use of ICT in class?:

The scope of this section of the training was to expand the view of the participants regarding other possible tools and way to work on the grounds of trust, mutual respect and self-esteem in their class. Starting from the current teachers' practices highlighted in the previous activity, the facilitators presented a whole range of off-line and online preventive and empowering teaching possibilities, tools, sources of information and tips all gathered in the booklet annexed in ANNEX I.



Cassetta degli attrezzi
Curated by Ebrout

Yoursphere for Parents – Helping Families Live Healthy Digital Lives
From [yoursphereforparents.com](#) • April 27, 10:41 AM


Ebrout's insight:
Rich website gathering useful tips and information for healthy digital life - How to prevent cyberbullying, Everything parents need to know about facebook, Instagram, iPod, ...; How to introduce your child to social Networks, How to find age appropriate Apps for your kids, ...

Preventing Cyberbullying - Advice for Parents, Teachers, Schools
From [www.eduagainstbullying.org](#) • April 22, 02:27 PM


Ebrout's insight:
Good European project site giving practical and concrete information in 5 languages!

Watch "What If the School of Tomorrow Is Already Here? Frida Monsen at TEDxTallinn 2013" Video at TEDxTalks
From [tedxtalks.com](#) • April 26, 11:01 AM


Ebrout's insight:
A School where all the students use the school's laptops and a unique diverse study environment has been created instead of ordinary classroom – the school space is motivating instead of disciplining. This creates new ways for teaching and learning but also requires different qualities from the teacher and poses different challenges.

About KinectEDucation | KinectEDucation
From [kinecteducation.com](#) • April 22, 10:59 AM


KinectEDucation is an education-driven community resource for developers, teachers, students, enthusiasts, and any other education stakeholder to promote the use of Kinect applications in classrooms. Our goal is to transform classrooms to a 21st century model of learning with accessible technology – to integrate a “connected education” – and we want you to be a part of that. Join the movement!

5 Top Augmented Reality Apps for Education
From [hongkiat.com](#) • April 22, 10:17 AM


Ebrout's insight:
Towards the 21st century shift needed for schooling - one attempt in the Montessori and gamified direction.

8 Technologies That Will Shape Future Classrooms
From [www.hongkiat.com](#) • April 22, 10:17 AM


What does the future of learning hold? What will classrooms of the future be like? Emerging technologies such as cloud computing, augmented reality (AR) and 3D printing are paving the way for the future of education in ways we may have yet to see. At the very least though, we can extrapolate from what these promising technologies and predict how schools will adopt them in time to come.

via [Nick Peachey](#)

Although the resources presented were mainly in Italian, the language of the training, given the international context of the training, attention has been paid to provide as much as possible other European languages resources. In addition to this kind of paper based resource, we make suggestion for exploiting online tools such as content curation websites that collate online publications using an online magazine format, which are very effective thanks to their visual impact

Indeed, such versatile digital tool helps to grasp at a glance, from pictures, short summary and tags specific information. As the previous training exercise suggested, the resources presented were divided into two categories: off-line and online or digital tools.

In the first category [off-line], techniques such as cooperative games, as developed by the Université de Paix de Namur or Graines de Paix, international association based in Genève and recognised as ECOSOC by the United Nations or the non-violent communication (NVC) techniques as developed by Marshall

Rosenberg.

The purpose of **cooperative games** is to help students develop team cooperation, trust, communication skills, and problem solving skills. Throughout the games, students enhance their personal development and are challenged as individuals to face their own perceived limitations. The use of such games lies on the understanding that teamwork is developed by working, playing and accomplishing goals together.

Non-violent communication or collaborative communication is a type of communication that focuses on three aspects of communication: empathy (listening to another with compassion), self-empathy (awareness of one's own inner experience), and honest self-expression (the expression of oneself authentically in a way that allow the other to link empathically). This process has proved in numerous cases in the previous decades to function as a conflict resolution technique.¹²

The second category [on-line], Internet resources and digital tools were divided into two sections: resources that treat the theme of cyberbullying and Internet safety and online or digital pedagogical tools or sharable experiences.

Regarding the cyberbullying and Internet safety theme, a selection of books and Internet resources, mainly in Italian, were selected, as well as INSAFE, a European network, comprising of 31 national awareness centres (27 of the EU member states, plus Iceland, Norway, Russia and Serbia), its main national portals being highlighted. Every national Centre implements awareness and educational campaigns, runs a helpline, and works closely with youth proposing multiple resources in all European languages addressed to youth, parents and teachers aiming at creating a better Internet.

A board game developed on the theme of Internet safety in 2008 in the framework of the INSAFE network, updated and used during awareness activities at the European School of Varese in 2013 was presented to the participants.

The presentation of a set of digital pedagogical tools (including free online games) and sharable experiences such as class experienced awarded early 2014 by the European Competition for Best Content for Kids concluded the training. This section was highly appreciated by the participants has reported in the evaluation questionnaires collected a week after the training.

The discussions generated by the training were rich and lively and took more time than initially foreseen. Therefore, the last section of the proposed training was only alluded to as a possible way to continue the experience as a school project by the teachers.

Finally, each participant received a symbolic certificate attesting its participation to the training.

¹² Rosenberg M., (2003) *Life-Enriching Education: NVC Helps Schools Improve Performance, Reduce Conflict and Enhance Relationships*. PuddleDancer Press, Encinitas, CA.

Rosenberg M., (2005) *Speak Peace in a World of Conflict: What You Say Next Will Change Your World*. PuddleDancer Press, Encinitas, CA.

4. KEY LEARNING

Feedback from the participants

Feedback from the participants was collected one week after the training through anonymous evaluation questionnaires. Eleven participants out of thirteen replied to it. The full transcript of the questionnaire and the replies are provided in Annex II.

- The written evaluations of the training from the participants report a high level of satisfaction as the evaluation scored 4 out of 5 in average for level of satisfaction of the participants regarding the overall training experience.
- The same average score was reached for the pedagogic quality of the event; for the quality of its presentations and discussions, for the quality of the moderator's interactions and the organisation of the event.
- The coherence between this training and the needs of the pupils in average scored 3 out of 5. The free comments highlighted this result. The participants do not have access to the Internet or digital tools in their own class. Moreover, at 40 minutes, the teaching units are too short to develop teaching units using digital tools and to benefit from it. Therefore, they judge the training on indirect use, considering digital media.
- The tools used and time devoted to interactions was highly appreciated.
- The quality of discussions was underlined, so was the set of digital and non-digital resources provided.
- Participants asked for more time to be dedicated to those resources, including the non-digital like the cooperative games and non-violent communication techniques as they appear to be new and inspiring to the majority of them.
- Participants asked more time on concrete examples (like cyber-bullying, Internet safety rules) and hand-on practices.
- Participants suggested more sessions of shorter lengths. They report interest in participating in more trainings on the subject and would recommend such training to other colleagues.
- Participants suggested that the presence of an external team is important as a first step in this professional learning process as external professional and moderators can bring novelty elements.

Feedback from the school

The feedback from the school Deputy Head in charge of the primary section of the European School of Varese was collected in a meeting that took place six weeks after the training.

The feedback from the participants reported to the Head teacher was really positive. It is clear that the training has raised awareness among teachers who see now the potential of digital means as didactic tools, and the necessity to address the subject in class. They are also aware of their particular role in the school, as they are the closest adults to many of the SWALS pupils. The training opened a productive ground for further development.

Some teachers have started to address the subject with their pupils in their L1 hours from a different perspective. Nevertheless, the school feels the need to create special training sessions dedicated to the digital argument 'to ease all teachers and enrol them confidently on the digital path.

In following this aim, the school plans a school project around the internet and digital tools. The idea is to develop an integrated project that will touch the entire school community: pupils, teachers, parents and families.

Therefore, the school confirmed its interest in running similar training events for the other teachers of the school, i.e. the forty class-teachers in charge of one of the five language sections of the school: Italian, French, English, German, Dutch. Based on the feedback received from the participants about this first training, the training session should be shorter, around two hours and half including a break. As the size of the group of this first training allowed a deep discussion with all participants, the group of the class-teachers should be divided into two groups of more or less fifteen participants.

Feedback from the moderators:

The low level of integration of digital competences into the teaching process is due to the lack of confidence and trust of the teachers towards ICT. Participants expressed their need for specialised knowledge and skills for ensuring their professional strategies. Some teachers might consider it as no more than a support for teaching which they can put aside in order to focus on the content of their year programme.

Regardless of this lack of integration of the digital tools in their teaching, participants were keen to exchange and discuss the training topic, which required more time than was foreseen. The training was re-tailored during the session to meet the need and requests from the participants. Therefore, the proposed program was not completed. Nevertheless, the objective of raising awareness about the need of a digital shift (or at least co-existence) and learning more about potentialities as tools and possible issues was achieved. Further training should emphasise the importance of this shift from *ex-cathedra* teacher to learning facilitators who will be ready to face the changing teaching environment and its tools with ease.

Teachers that have participated in this training appeared very subject-oriented and seldom consider digital competences to be 'transversal'. This is true for digital skills and competences as well as social skills. The same can also be said for strategies that reinforce the positive emotional state of a learning community such as cooperative games or non-violent communication. Teachers appear fearful of or reluctant to tools or techniques they do not know. There is a need for technical trainings, hands-on labs, and to encourage peer-to-peer sharing practices.

Moreover, although ICT education is integrated into the curriculum for primary education in most European countries¹³ as transversal key competences to be developed across the

¹³ Following the EURYDICE Report, (2012) Developing Key Competences at School in Europe, pp19-26, only Croatia lacks such integration still in 2011 and Bulgaria and Romania integrate ICT education as a separated subject only.

curriculum, it is still unclear for the participants, who is really in charge of its implementation. The allocation of this responsibility is a key factor for the success of its effective implementation. The development of transversal competences should be conceived as a collective process within the school, to which all teachers should contribute. In practical terms, this means that teachers need to work together in order to define and develop the school ICT curriculum, discussing assessment standards and exchanging information about the learning strategies.

5. CONCLUSIONS AND RECOMMENDATIONS

The need for this initiative: this training and awareness raising activity with teachers clearly showed the need and the demand for training on digital learning tools and techniques on one side, and on awareness about the ethical use of media on the other.

The training offered: the time dedicated to the subject during this particular training session was considered as “a good introduction”, triggering interest for more in-depth developments on the subject and the request for further training. The training as conceived did not make these teachers feel trained, let aside empowered, at this stage to guide the digital behaviour of their pupils. However, it must be noted that the use of interactive and participatory methods proved to be an effective training approach and should be encouraged for further work on the subject with teachers.

Contextual issues: Regarding pupils’ digital knowledge, it is far than homogenous across a classroom and depends largely upon the family’s digital use. For the more digitally literate ones, pupils know more than parents and teachers (usually) think they know, but probably less than they think they know. Teaching needs to pay particular attention today to the integration of the offline and online experiences of their pupils. Helping pupils to find a right balance in the time-shared between off and online “lives” is an example of dimension to be worked on. The ethical dimension of the digital tools are also important, as illustrated by the option of anonymity of Internet-based communication that can blur one’s perception of cause and effect, action and consequence, especially among the young.

Digital literacy and ICT ethics in the school: Digital skills and competences, including their ethical dimension, should be integrated as transversal skills and competences to be developed across the curriculum. On this point a question raised by the participants questioned, how to develop effective curricula on digital literacy including its ethical dimension when the teaching days are already packed? An in-depth and comprehensive revision of all curricula’s area should be made at least at school level inclusive of all teachers to define the learning strategies of the key digital dimensions and competences of pupils’ lives. The Deputy Head teacher of the school specifically requested to extend such experience to all teachers of the primary section.

Way forward – at school: A short-term project of the school regarding this issue is to involve the school community, pupils, teachers and parents, in an immersive project on digital technologies and culture, on digital skills and competences. Harmony between school and families concerning an ethical usage of ICTs is today school’s challenge. Such a school project is certainly paving the way to community-wide understanding of the existing and emerging social and ethical norms and rules helping with definition of agreed and shared best common practices.

Thinking ahead: It was also pointed out that advanced planning is a key factor of success of such enterprise. Thinking the project through at least before the start of an academic year and at least two months in advance would allow its best logistical and pedagogical preparation.

Fruitful collaborations: The success of the experience clearly showed the importance of setting up a smooth collaboration between the school (particularly the headmaster and teachers) and the JRC.

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Annex I

Training booklet in its original Italian version and other printed resources presented to the participants.



Bambini e insegnanti insieme!

Sommario

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Questa formazione per chi, perché, come?

Questa formazione è rivolta agli insegnanti del ciclo materno e primario per le Lingue 1 (denominate "SWALS") della Scuola Europea di Varese.

Lo scopo della formazione è di incrementare:

- La consapevolezza tra gli insegnanti sui cambiamenti sociali dell'era digitale. I paradossi d'oggi: "Connected online"/"Disconnected offline" e le conseguenze nella vita scolastica (dal bullismo al cyber-bullismo, dai libri ai dispositivi digitali);
- "Attrizzare" gli insegnanti, suggerendo gli strumenti possibili (online e offline) nell'accogliere i cambiamenti culturali e facilitare il superamento del divario generazionale.
- Indirizzare gli insegnanti nella prevenzione e nella risoluzione di problematiche esistenti o di quelle, che potrebbero affiorare come conseguenza del detto cambiamento;
- Formare e incoraggiare gli insegnanti nella messa in atto di azioni preventive, salutari, equilibrate, sicure e affidabili (sia on-line, sia off-line). Azioni rivolte, in primis, ai ragazzi, e con l'obiettivo di raggiungere l'intera comunità scolastica.

Documentazione

Il presente libretto e la sua versione digitale contengono la trama della formazione e un elenco di risorse possibili;

Metodologie

Alternanza di presentazioni, interazioni, scambi di punti di vista individuali, lavoro di piccolo gruppo e discussione.

Il Mondo digitale - uno spazio da addomesticare

Il mondo digitale è un nuovo spazio da addomesticare: con i suoi codici, con alcune regole, con i suoi pericoli e le sue grandi opportunità.

Perché è importante iniziare nelle classi della scuola materna?

Recenti ricerche dimostrano che il cambiamento è in atto fin dalla prima infanzia.

Al giorno d'oggi, l'apprendimento sul funzionamento del mondo digitale avviene principalmente tra pari e si concentra sull'esperienza ludica e di condivisione. A volte, l'adulto è quasi estraneo a questo processo. Il problema risiede nel fatto che i codici e le regole non si apprendono solo con l'uso dello strumento. La presenza dell'adulto permette l'integrazione dell'uso dello strumento digitale con i sistemi di valori, pensiero critico e consapevolezza sui possibili rischi. L'adulto è in grado di garantire esperienza, saggezza ed equilibrio.

Dalla rete al cortile e viceversa

La pressione della continua permanenza e l'ubiquità del digitale nella società attuale portano possibili cambiamenti nelle sfere non solo tecnologiche ma anche in quelle cognitive ed emotive.

I bambini esposti all'uso di dispositivi digitali (soprattutto giochi) possono sviluppare capacità cognitive diverse e a volte, di livello superiore rispetto ai pari che non ne fanno uso. Tuttavia, l'uso dei giochi digitali, per primo, può indurre, cambiamento di ritmo, di stimolazione visiva e uditiva, che influiscono sul livello di attenzione. Tale esposizione induce anche a un cambiamento nelle relazioni spazio-temporale, con incremento di attese sull'immediatezza dell'interazione nel mondo off-line (ricerca continua di risposte immediate e di stimoli divertenti e attraenti). Tutto ciò influenza sia sulle motivazioni che sugli atteggiamenti: diminuzione di pratiche sportive, incremento della violenza e difficoltà di reggere le emozioni. Le relazioni tra pari e le relazioni dei bambini con gli adulti sono soggette a mutamenti.

Le relazioni tra bambini e adulti devono adattarsi alla moltitudine di sollecitazioni permanenti ("Always-on", "Always connected"). Gli adulti sono sempre più presi e "connected": interrotti dagli sms, email, messaggi, facebook, ... nella loro interazione con i bambini/ragazzi. Il paradosso risiede quindi nell'iperconnettività digitale e la conseguente disconnessione sociale. Le relazioni tra bambini sono arricchite dalle interazioni del mondo digitale (giochi multiplayer, skype, social network, messaggi istantanei) a completamento delle amicizie. Questi strumenti e queste pratiche possono agevolare il senso di appartenenza al gruppo o invece, incrementare le possibilità e modalità di esclusione per coloro che non sono "in rete" e per chi è preso di mira dal gruppo: cyberbullying. Le conseguenze di questo ultimo fenomeno si vedono amplificate dalla possibilità di anonimato, di furto di identità, diffamazione, diffusione virale.

Come reagire a ...?

E se nessuno mi becca ?

Proponiamo un breve trattato di etica per ragazzi intitolato "*E se nessuno mi becca?*" dell'autore Bruce Weinstein, tradotto in italiano nel 2013, come spunto di riflessione e strumento di lavoro.

Partendo da cinque principi pratici, con tantissimi esempi concreti a casa, a scuola, con gli amici, questo libro mira a guidare i ragazzi verso la costruzione di una convivenza on-line e off-line più rispettosa e serena.

Elenco dei casi utilizzabili sia nelle classi della scuola primaria, che materna (*)

- Capitolo 1: Migliori amici parte prima: dei pettegolezzi, delle promesse e di biscotti non proprio buonissimi (*)
- Capitolo 2: Vincere, sul campo e fuori (*)
- Capitolo 3: Incontri, corteggiamenti e separazioni
- Capitolo 4: Difesa personale: bulli, spacciatori e criticoni (*)
- Capitolo 5: Incastrati nella Rete
- Capitolo 6: Beccato! Guastafeste, imbrogliioni e quelli che approfittano degli sbagli degli altri
- Capitolo 7: Migliori amici parte seconda: combinare un guaio, confessare uno sbaglio e perdonare i tuoi amici (*)
- Capitolo 8: Salario minimo = impegno minimo?
- Capitolo 9: Buoni vicini: come comportarsi con i compagni di classe, con il datore di lavoro e anche con gli sconosciuti (*)
- Capitolo 10: Parliamo di te: lavorare troppo, affrontare un dovere, ascoltare la tua coscienza

In allegato un esempio sul tema del bullismo – CyberBullismo (Dati, profilo, come cogliere segni di...)

Cassetta degli attrezzi

Suggerimenti: strumenti Off-line utili in classe

Giochi cooperativi

‘Prendiamo qui in considerazione i giochi cooperativi la cui qualità specifica è il piacere di giocare ed è ciò che li distingue dai giochi competitivi e dalle gare. Quando si gioca per vincere, con l’obiettivo di essere giudicato migliore degli altri, prevalgono la sfida , la competizione, spesso l’aggressività.

Nei giochi cooperativi, invece, tutti si possono divertire e tutti possono partecipare in uno stile di gioco basato sull’**accettazione**, sulla **conoscenza reciproca** e sull’**affiatamento** in cui ciascuno può trovare un senso comunitario e un migliore equilibrio con il gruppo e il gruppo può trovare sempre nuovi obiettivi comuni da raggiungere creando un **clima di fiducia e rispetto reciproco** nel quale può crescere l’autostima di ognuno’ Liber-rebil.it, *I giochi di Cooperazione o Cooperativi*

Nota: Giochi cooperativi e Video Giochi cooperativi non sono la stessa cosa, questi ultimi sono sinonimi di giochi multi-player. Tuttavia, esistono giochi realmente cooperativi nei Video Giochi ‘multi-player’.

IT - Risorse in italiano:

Giochi cooperativi contro la violenza a scuola di Valter Sarro e altro

http://www.istruzionepadova.it/intedu/documenti/EdFis_GiochiCooperativi.pdf

Giochi di cooperazione per l’animazione di Ingrid Loos

<http://www.liber-rebil.it/wp-content/uploads/2012/01/1TEORIA-gio-coop-Loos.pdf>

Il Suo Blog <http://sigridloos.wordpress.com/tag/giochi-cooperativi/>

Giochi cooperativi, che cosa, perché, come, elenco di giochi facili

<http://www.liber-rebil.it/i-giochi-di-cooperazione-o-cooperativi/>

Progetti - Crescendo in giochi di pace

<http://www.giuntiscuola.it/scuoladellinfanzia/magazine/articoli/giochi-e-videogiochi/giochi-cooperativi-in-pratica/>

Educazione cooperativa

<http://www.coopeduca.it/>

Elenco di giochi da tavola o di gruppo commerciali dai 3 anni in puoi

<http://www.casse-noisettes.be/jeuxcooperatifs.htm>

FR - Risorse in francese:

Definizione, obiettivi, ruolo dell'insegnante

<http://www.occe03.com/uploaded/Topo%20pour%20les%20coll%C3%A8gues.pdf>

Giochi cooperativi, che cosa, perché, come, vari elenchi di giochi facili

<http://www.universitedepaix.org/pdf/jeuxdecooperation.pdf>

<http://www.universitedepaix.org/ressources/boite-a-outils>

http://www.graines-de-paix.org/fr/outils_de_paix/jeux_et_activites/les_jeux_de_cooperation

<http://lesfrancasdunord.unblog.fr/files/2008/04/jeuxcoopratifs.pdf> http://www.icem-pedagogie-freinet.org/sites/default/files/ifc_syll_jeux_coop.pdf

E se nessuno mi becca

Etica pratica in classe, situazioni concrete, schede di lavoro in classe

Il Blog "E se nessuno mi becca" – informazioni sul libro e il progetto

<http://www.esenessunomibecca.it/>

Kit per insegnanti di attività in classe

http://www.castoro-on-line.it/download/indici_pdf/9788880337072.pdf

"Stop al Bullismo", "Stop al Cyber-Bullismo" e "Ne' Vittime Ne' prepotenti"- di Nicola Iannaccone, edizioni la meridiana

Strategie e proposte didattiche di contrasto al (cyber) bullismo. <http://www.stopalbullismo.it/risorse.html>

Le Parole sono Finestre (oppure Muri) - Introduzione alla comunicazione nonviolenta di Marshall B. Rosenberg (2003) Esserci Edizioni

Altre pratiche possibile? Cassetta delle lettere, monitoraggio delle emozioni individuali o di gruppo (il bollettino del tempo interiore), spazi 'rituali' di espressione libera, ...

Suggerimenti: strumenti Online – Tema Internet Safety

Safer internet (EN - Tutte lingue EU.. o quasi)

<http://www.saferinternet.org/>,

Risorse e attività per bambini, genitori, educatori - disponibile in diverse lingue anche SWALS

www.saferinternet.org/resources

Elenco di siti nazionali in tutta Europa (Awareness Center) (risorse, attività, video, giochi, eventi, concorsi,...)

Awareness Center Italiano <http://www.generazioniconnesse.it/>

Telefono Azzurro <http://www.azzurro.it/> <http://www.accendilazzurro.it/bulli.html>

Cyberbullismo, se lo conosci lo eviti!

12 consigli per navigare sereni, da scaricare e condividere - Mister Credit news n.55

<http://www.mistercredit.it/Newsletter/9E4AA2F5-7A6E-4229-BB10-6932F868F379/Cyberbullismo-se-lo-conosci-lo-eviti-Mister-Credit-news-n-55.pst>

Mediasmarts.ca (EN-FR)

Informazione generale, risorse per il digitale e giochi educativi sull'argomento online

<http://mediasmarts.ca/>

Suggerimenti: strumenti Online non tematici

European Award for Best Content – Tutte lingue EU

Elenco di siti validi e di qualità nello spazio digitale Europeo

<http://www.bestcontentaward.eu/>

Social Network Italiano sicuro per Bambini dalle 6-13

<http://www.twigis.it/>

Giochi Online multiplayer da testare con bambini...

<http://www.flashgames.it/giochi-flash/cooperativi.html>

Sito RAI Junior

[Programmi, arte, cinema, giochi, ...](http://www.junior.rai.it/dl/junior/junior.htm#page=junior/extra)

<http://www.junior.rai.it/dl/junior/junior.htm#page=junior/extra>

Gamesearch.it

Il video gioco – un formidabile strumento di crescita – consigli a genitori, valutazione, Laboratori, incontri, mostre

<http://gamesearch.it/>

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Annex II

In this Annex, the questionnaire and the transcript of the reply.

VALUTAZIONE POST EVENTO

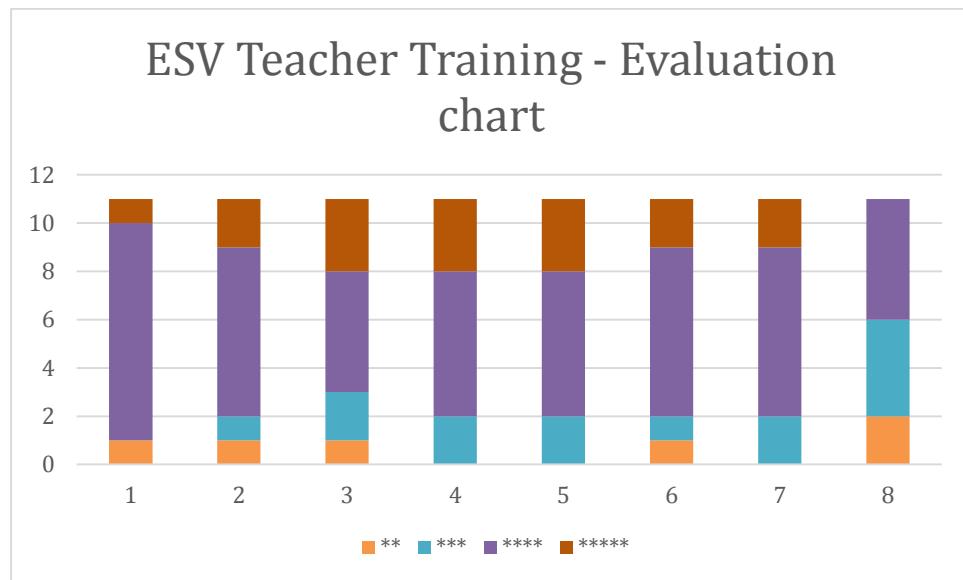
**Attrezziamoci per una vita digitale piacevole ed equilibrata,
bambini e insegnati insieme!**



Scuola Europea di Varese – 3 marzo 2014

DOMANDE QUANTITATIVE

Questions	A	B	C	D	E	F	G	H	I	J	K	**	***	****	*****	Media	
Come giudica l'evento in generale?	4	4	4	4	4	4	4	5	4	2	4	1	0	9	1	****	3.9
Come giudica l'organizzazione complessiva dell'evento?	4	4	3	4	4	4	4	5	4	2	5	1	1	7	2	****	3.9
Come giudica la qualità pedagogica delle attività?	4	4	4	4	3	3	5	5	5	2	4	1	2	5	3	****	3.9
Come giudica la qualità dell'intervento dei moderatori?	4	5	4	4	3	4	5	4	5	3	4	0	2	6	3	****	4.1
Come giudica la qualità delle presentazioni?	4	5	4	3	4	4	4	5	5	3	4	0	2	6	3	****	4.1
Come giudica la qualità delle discussioni?	5	4	4	4	3	4	4	5	4	2	4	1	1	7	2	****	3.9
Come giudica l'utilità della collaborazione del CCR su questo tema?	4	4	4	4	5	3	4	5	4	3	4	0	2	7	2	****	4.0
Come giudica la coerenza tra l'attività e i bisogni degli alunni/studenti?	4	3	3	3	2	3	4	4	4	2	4	2	4	5	0	***	3.3



- 1) **Come giudica l'evento in generale?** Media **★★★★★** (e)Buona idea /
- 2) **Come giudica l'organizzazione complessiva dell'evento?** Media **★★★★★** (e)Bravi preparati benissimo
- 3) **Come giudica la qualità pedagogica delle attività?** Media **★★★★★**
- 4) **Come giudica la qualità dell'intervento dei moderatori?** Media **★★★★★** (e)Grazie Stephane – brava! / (h) Bastano meno persone per piccolo gruppo

- 5) **Come giudica la qualità delle presentazioni?** Media ★★★★ (e)Interessante video, peccato che non abbiamo visto più per il motivo del ‘filtro’ della scuola / (h)Clear, interessante
- 6) **Come giudica la qualità delle discussioni?** Media ★★★★ (h) Interessanti, più tempo?
- 7) **Come giudica l'utilità della collaborazione del CCR su questo tema?** Media ★★★★
(e)La collaborazione secondo me è molto utile e inspirante.
- 8) **Come giudica la coerenza tra l'attività e i bisogni degli alunni/studenti?** Media ★★★★
(e)Aspetavo più chiarimenti sul tema di cyber-bullismo e eventuali esempi come spiegare chiaramente ai bambini / (h) senza PC in classe ...

DOMANDE QUALITATIVE

- 9) **Quali sono i punti di forza dell'evento? Cosa ha trovato come più utile e/o divertente?**
- a. Le problematiche in uso di internet e il bisogno di ‘siti safe’/ Il bisogno di strutturare l’uso dell’internet
 - b. Le riflessioni e interazioni del gruppo / le informazioni sui siti adeguati ai bambini e la bibliografia
 - c. Che abbiamo parlato del computer come risorsa sia positiva che negativa
 - d. Discussione e scambio esperienze
 - e. Buone idee, evento preparato benissimo, Grazie Stephane-brava !
Interessante video – peccato che non ne abbiamo visto di più per colpa del filtro della scuola / La parte ‘on-line’ possibilità delle cose da fare in classe per imparare e capire le regole del internet pero erano poco discussi per mancanza del tempo
 - f. The ice-breaking activity all’inizio
 - g. Grazie per la cassetta degli attrezzi
 - h. Gioco della rete, discussioni interessante (più tempo) , presentazioni chiare e interessanti, lavoro in gruppi
 - i. Grande discussioni sui punti +/- del uso del internet (tutti abbiamo partecipato con grande entusiasmo) / Gioco del filo (molto interessante) per motivare e aprire la discussione
 - j. Il corso è servito a riflettere su internet
 - k. All’ inizio del corso, quando partecipando e dicendo le nostre idee abbiamo simulato e creato un network.)

10) Quali parti sono state meno utili e/o meno divertenti?

- a. /
- b. La durata, cioè, bisognerebbe fare diverse sessioni più breve
- c. /
- d. Tutto ok
- e. La prima parte per capire il positivo e negativo . Troppo lunga per un cosro di 3 ore
- f. /
- g. L'inizio del evento, il gioco della ragnatela è stato troppo lungo
- h. /
- i. Tutto il corso era molto interessante
- j. Parlare dei 'vecchi tempi' prima di internet
- k. /
- l.

11) Quali sono i messaggi chiave dell'evento che porterà con sé e che discuterà con i suoi alunni?

- a. Le regole che hanno in casa, criticità e alternative di passa tempo
- b. L'approccio ai giochi cooperativi e l'espressione delle proprie emozione
- c. Le nostre discussioni
- d. Vigilare nell'uso della rete
- e. (cyber) bullismo, regole de computer
- f. La mancanza di leggi specifici
- g. Sicuramente come navigare sicuri
- h. Con i grandi, del tempo al pc, personalmente anche, analizzerò i siti proposti
- i. L'importanza dell'uso delle nuove tecnologie, utilizzarle bene ma non dimenticare il libro, la comunicazione fra di noi, l'amicizia ...
- j. In internet ci sono gli stessi pericoli come nella vita reale e devono essere attenti.
- k. Che gli studenti devono essere assistiti mentre usano il computer, sia da parte degli insegnati che da parte degli genitori. Ci deve essere una linea di comunicazione tra genitori e insegnati, perché potrebbero finire su siti non adatti alla loro età.

12) Consiglierebbe un'attività simile a un'altra scuola o consiglierebbe l'attività ad altri insegnanti della scuola?

- a. Si, sia per altra scuola che per altri insegnanti
- b. Si
- c. Si
- d. Si
- e. Si
- f. Si

- g. Magari un incontro dello specialista con alluni-spiegando i ‘tips’ come navigare sicuri
- h. Si
- i. Si
- j. Si, ma con un altro approccio
- k. Si

13) Pensa che gli insegnanti stessi potrebbero organizzare delle attività simili o valuta come importante/necessaria la presenza di moderator esterni (CCR/altre organizzazioni)?

- a. È importante di avere un moderatore esterno per l’obiettività e l’espertisa
- b. È importante la presenza dei moderatori
- c. Meglio che una formazione sia offerta dall’esterno
- d. È necessario il moderatore
- e. Valuto come importante la presenza del CCR, come un punto d’ispirazione portato a scuola.
- f. Anche gli insegnanti perché hanno l’esperienza ‘xxx’ con le nuove generazioni
- g. Si potrebbe fare un ‘referendum’ per capire la situazione
- h. Importante di avere persone che lavorano con questo argomento – 1 o 2 persone
- i. Penso che gli insegnati potrebbero organizzare questa attività ma con l’aiuto dei moderatori (CCR) non da soli. Più avanti, sì.
- j. I moderatori erano importanti per mostrare ciò è quello che hanno indagato, invece non è stato così e abbiamo parlato troppo gli insegnati
- k. Secondo me gli insegnati potrebbero organizzare degli attività simili, anche perché conoscono meglio la situazione dei studenti e per questo potrebbero fare un lavoro addirittura più specifico.

14) Quali miglioramenti suggerirebbe? Eventuali osservazioni e/o suggerimenti:

- a. Purtroppo non tutti colleghi hanno ancora l’accesso internet in classe. Quindi il problema in sé non si incontra, comunque il tema è attuale e prima poi bisogna affrontarlo.
- b. /
- c. /

- d. Impostare il discorso più sugli argomenti filosofico/sociologici
- e. Mancato tempo per discutere delle cose da fare in classe per imparare le regole della vita online / peccato che i filtri ci anno impedito di vedere più video inspirante / peccato che non abbiamo parlato di più gli esempi e eventuali soluzioni per il cyber-bullismo, quello è rimasto come interesse per noi insegnanti di ‘cercare da soli’. Il coso mi è piaciuto molto e ci voleva ancora più tempo per approfondire il tema. ! Grazie per il vostro impegno e preparazione!
- f. Sarebbe stato utile dedicare più tempo al ‘manuale dell’‘insegnante’ che abbiamo visto alla fine dell’incontro. Forse più consigli pratici, più specifici su come affrontare in pratica eventuali problemi
- g. Migliorare il time management – il nostro incontro è durato 30 min. di più del previsto
- h. Può essere diviso bambini grandi – bambini piccoli/ specificato al lavoro, L1, 30 min al giorno, tanti lezioni? / esempi pratici
 - i. /
- j. Mi sarebbe piaciuto approfondire il tema del ‘bullying’ (individuazione, prevenzione, risoluzione...) e guardare i progetti di altre scuole. Abbiamo speso molto tempo parlando de internet è buono o cattivo, cosa che per me non ha senso.
- k. La durata delle lezioni di 30 min. sono troppo corti e anche il numero di lezioni in un anno sono pochi. Se iniziassimo a fare per esempio ricerche con il pc su una tematica nelle lezioni, si rischierebbe di perdere qualche tema fondamentale per i studenti.

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Abstract

This document reports on a training action with teachers that targeted mostly the role of teachers in the promotion of a balanced and healthy online life and the prevention of cyber-bullying at primary school level.

Our aim in this experience in training the primary teacher of the European School of Varese is to open a path to empower teachers in guiding our children to become smart, responsible, and respectful also when using media and help them to understand the ethical consequences behind the decisions they make online. Healthy children learn better and become healthy adults enabling them to reach their potential.

This document describes the training activities that took place among teachers of the primary sections of the European School of Varese. It then summarises the observations made by the moderators of the respective activities and finally presents the recommendations that have been made by the teachers and the moderators in the light of the described experiences.

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