



OUT OF THE NET
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Good Practices on Hikikomori Syndrome Prevention in the educational environment

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THE HIKIKOMORI PHENOMENON

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

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

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

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

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

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



PSYCHOLOGICAL PATTERNS:

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

SOCIAL PATTERNS:

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

TRIGGER FACTORS:

- *Autopathic (primary hikikomori)*
- Genetic pre-requisites of social phobia
- Autism
- Mental disorders
- *Psychological and social (secondary hikikomori)*
- Bullying and other stressful experiences
- Non-balanced conflict relationships in a family, authoritarian parents
- Rejection by peers (low social status, social outcast)
- Experience of failure

The most useful GOOD PRACTICES

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

TITLE OF THE ACTIVITY	AGE GROUP	AREA OF ACTIVITY	DURATION
Kircho-The Rabbit – the guest of your home	3–4	Outdoor, indoor, at home – everywhere where the Family, children and teachers	1–2 months
“Birds’ feeders”	6–7	In the classroom, at home, outside the classroom	A month
OciRed	6–12	Preventive measures Educational	4 sessions per month with pupils / 1 seminar with parents each two months
Let’s go out and live the city, enjoy its history and its stories, discover its art, and have fun together	7 –11	The city centre	Short school trips of 2 hours each
Podcast: what do we do at weekend?	7–16	Preventive measures	Short radio podcast– 45 mins. and 2 hours of previous preparation
Sound fairy tale	8–12	Music and sound education Literature for children Physical education	4 hours (1 for the phases 1 and 2, 1 for phase 3, 1 for phase 4 and 1 for phase 5)
The sound of our world: the soundscape of our environment	8–12	Music and sound education Environmental education (+ education for sustainable development)	5 hours (1 for preparation, 2 for the main activity, 1 for creating the final product 1 debriefing), 3 different meeting are suggested, one for each phase of the activity (one meeting for phase 3 + 4)
“I can change the world through my hands” Enjoy 3D origami design through paper miracles	8–13	Classroom, or Mini corners in School corridors	Short version – 2 hours; Longlasting version – 2 hours per week
Kids seminars– Use and overuse of screens	10 (Children in primary schools)	Preventive measures Educational	5 hours
Creative Interaction Group	10–14	Music and sound education	4 hours (1 for the phases 1 and 2, 1 for phase 3, 1 for phase 4 and 1 for phase 5)
Youth leaders program	11–14 or 15–18	School	Short school trips of 2–3 hours each
Group classes with elements of hippotherapy	11–14 or 15–18	The location is a horse farm in the village not far from Krakow. However, the classes also include a part of the movement, so the group starts and ends each time a workshop in a designated workshop in the center	Short school trips of 2–3 hours each
Workshops for children and parents	11–18	School	Short school trips of 2–3 hours each
Sightseeing tourism	11–14 or 15–19	Beskid Wyspowy, Beskid Mały, Gorczański National Park, Cracow	Short school trips of 2–3 hours each
Parents seminars– Kids and screens– responsible use of devices	Parents of children in infant and primary schools	Preventive measures Educational	2 hours each quarter

Kircho – the rabbit – the guest of your home



AIMS OF THE PRACTICE

In the kindergarten and pre-school group №66 “Elitsa” we have been working with technological methods for 7 years. However, we are aware of the need to prevent screen addiction and Hikikomori syndrome from the first days of visiting the child in kindergarten, and especially in Covid situation. The activity we offer develops feelings, awakens the needs for belonging, closeness and attention, nurtures qualities needed to build close relationships, intimacy and acceptance, in the period after childhood. The class uses ANIMALISM, a feature of early childhood development, when the child spiritualizes every subject. The phenomenon is familiar from fairy tales and is widely used in children’s cartoons: objects can speak and move like humans, and this is quite natural.

The aim of pedagogical practice is the children to know, to appreciate each other. The children rise abilities to positive attitude towards communication and cooperation with others. This practice is a base for a good learning environment. On the other hand, the activity “The Rabbit Kircho” impacts on psycho-emotional adaptation of parents and cooperation in future activities together.

EVALUATION STRATEGY

- The children become self-confident. They can express their feelings themselves.
- The child learns on his own initiative. The child develops consciously an attitude towards health and healthy habits, culture of behavior, meaningful activities in their life.
- The child learns to attitude to family values, trust and responsibility to it.
- This activity gives new ways to develop the skills of their children.
- The integration is successful for children with special needs and children from a multicultural environment.

MATERIALS/RESOURCES/TECHNICAL REQUIREMENTS

- Plush, fluffy toy
- Camera or phone to document moments. (or another way to save memories – drawings, special diary of the child, etc.)
- The child and the parents (if you wish) tell all the children what Kircho’s visit was like. The class can also be held in a Covid situation. It is known that the time spent in live communication with loved ones softens the action on the screen.

AGE GROUP

3–4

COUNTRY

Bulgaria

DURATION

1–2 months

SETTING

Indoor – Kindergarten
Outdoor – Children’s homes – Every day the Rabbit Kircho goes to the home of a different child from the class.

AREA OF ACTIVITY

Outdoor, indoor, at home – everywhere where the Family, children and teachers decide.

AIMS OF THE PRACTICE

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

HOW THE ACTIVITY CAN IMPACT ON THE FOLLOWING SUGGESTED POSITIVE ATTITUDES IN YOUR TARGET GROUP?

The idea behind the mini-project is “satisfaction, joy and strengthening relationships by taking care of ... a toy”. The activities are creative, chosen by the children: they motivate (explain) healthy relationships for support, understanding and acceptance of different in the class and in the family. The rules take into account the different family characteristics (each family has its own rules), but the plush toy participates in all activities and is taken care of. The preparation, conduct and principles of daily care in the daily routine of children, on holidays and / or during traditional holidays, excursions, excursions, walks and others are empathized with the toy. The complex approach is identical to the natural way of adapting to a new member of the family, the same applies to the children’s group. The mini-project helps children not to be afraid to be new members and to want to be in a group, looking for and appreciating friendship. Put in the place of the older one, they, as adults, realize that it takes effort, care and good moments spent together to keep the friendship. In this simulated game, a desire for intimacy is awakened, for warmth in the family. By copying the behavior of adults, children feel that caring for each other is an expression of love.

- **open approach to society / family**
- **desire to belong to a group**
- **express feelings through taking care about somebody**
- **filtering popular behavioral trends and adopt personal choices**
- **imitating adult caring attitude and behavior**
- **improve personal beliefs**
- **find positive attitudes to become close friend**
- **desire to belong and become part of a social active community**

DESCRIPTION OF THE ACTIVITY

Introduce the children’s plush toy: it is their new friend in the group. Choose how to enter it most casually: as a listener to a pedagogical situation or another moment suitable for intimacy and acquaintance. You don’t have to act like a theater with the toy. Just introduce it and treat it like you’re alive all day. After you have already spent a day in kindergarten with Kircho, you have determined his place and chair, he is sitting at the table with you, you reminded him to wash his feet, save water, be careful - gradually involve children to take control of daily activities, giving guidance and helping Kircho feel good in class.

Share your idea with the children’s parents in advance. It is important that they continue the game at home. They should also gradually withdraw their leading role and delegate it to the children, with one condition: to explain to them why this is important for Kircho. For example, tell Kircho to get ready for dinner, we are waiting for him as our guest. We want to be together and show joy and respect.

The rabbit Kircho is a guest at every child’s home.

“Birds’ feeders”

DESCRIPTION OF THE ACTIVITY

- Offer to parents and children to make bird feeders.
- Let to each family decide alone what to make and how their idea should look like, but to be made together.
- Include in instruction to parents information and examples why and how we should make “The Birds feeder”.
- Give time to family (1 week)
- Each of the children had the opportunity to tell the others how they felt, what was the mood at his/her home during the tasks.
- Excitement arise when you hung the feeders on the trees in the yard, and
- the greatest thing was to see the joy of the children when they saw that their feeders were full of birds
- Encourage all and many conversations about *why care/nature conservation, how we can do it, how and why we help*

PLEASE DESCRIBE HOW THE ACTIVITY CAN IMPACT ON THE FOLLOWING SUGGESTED POSITIVE ATTITUDES IN YOUR TARGET GROUP

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

EVALUATION STRATEGY

Conducting a survey-interview with the children before and after the activity, as well as a survey with the parents. 196 letters of thanks received, with personal feedback from parents, incl. on the Facebook page.

MATERIALS/RESOURCES/TECHNICAL REQUIREMENTS

All types of handy materials suitable for reuse.

AGE GROUP

6–7

INSTITUTIONS AND COUNTRY

Bulgaria

DURATION

A month

SETTING

Indoor, outdoor

AREA OF ACTIVITY

In the classroom, at home, outside the classroom

AIMS OF THE PRACTICE

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

OciRed

DESCRIPTION OF THE ACTIVITY

“OciRed” is a preventive program (in Spanish language is a match of the words “leisure and net”) which fosters spending time with the families of our schools (we started in two schools: La Pradera in Valsaín and Agapito Marazuela in La Granja de San Ildefonso, Segovia, Spain. But the program can be replicated in other schools).

The educational guidance team suggest school and family leisure activities to protect children of social isolation:

- “Entramados”: is a proposal that consist on peer tutoring, in this case fifth and sixth-grade pupils support and make peer to peer tutoring to third and fourth-grade pupils.
- Each month of the year a Slogan or a motto is proposed together with a monthly game. Then under the topic of the slogan, school propose families to scheduled leisure time activities. Teachers themselves together with pupils propose activities to work in the classroom according to the slogan-monthly game. Example: September slogan: “Let’s get bored again”. We suggest fairy tales and activities for: I am bored, the boredom monster... Here you can use some of these links (it is better if you find a proper book)

Little Spot of boredom:

<https://www.youtube.com/watch?v=NIQfNRHC8wc>

I am bored by Michael Ian Black :

https://www.youtube.com/watch?v=63fdm6BT4_A

- We suggest activities for Primary School Education: circles to talk, the boredom corner-reflection: boredom vs creativity. Intergenerational meetings and dialogues
- “OciRed” activity: “Let’s go to the parks”. “Traditional games in the forest”, “Cooperative games in the garden”
- Instagram: Picture of the month. Each month we support families on the positive use of apps, for instance we support them on using Instagram to upload a picture of the month, regarding to the activities run outdoors during the month.
- Seminars with families: Briefings and preventive meetings, sensitization on the topic.

THE CAUSES OF HIKIKOMORI THAT THE PRACTICE IS AIMED AT:

- Boredom at school
- Challenge to society/family
- Desire to belong to the group.
- Fashion
- No goal in life
- Desire to belong and become part of a social community.

AGE GROUP

6–12

COUNTRY

Spain

DURATION

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

SETTING

Indoor/mostly outdoors

AREA OF ACTIVITY

Preventive measures
Educational

AIMS OF THE PRACTICE

Prevent the problems of social isolation of the students of our schools due to the increase in the use of screens and other devices after the covid pandemic. Sensitize the families of our students about the person in charge of the new information, communication and gaming technologies. Inform the educational community about different projects for the prevention of social isolation in educational centers. Promote family leisure as a protective factor of social isolation in our educational community.

DIRECTION (FIELD) OF ACTIVITY

Social development
Preventive measures
Educational
Family co-involvement

GOALS OF THE PRACTICE

Intelligence
Competences
Skills
Attitudes

IMPACT ON THE FOLLOWING SUGGESTED POSITIVE ATTITUDES IN YOUR TARGET GROUP

- Increase enthusiasm at school.
- Open approach to society / family.
- Ability to show oneself / self-esteem.
- Desire to belong to a group.
- Desire to belong and become part of a social active community.
- Creative use of environmental resources.
- Improve family relationships.
- Encourage the participation of families in the leisure offer of the environment.
- Exchange of experiences with other European educational centers.
- Reduce the social isolation of those students who spent much of their free time with screens.

EVALUATION STRATEGY

Initial evaluation: detection of needs between families and teachers. Continuous evaluation: students' activities, tutors, questionnaires, interviews with families. Final evaluation: students who participate, satisfaction (families, students and teachers), aims of the practice, number of activities.

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

MATERIALS/RESOURCES/TECHNICAL REQUIREMENTS

Books, colours, balls.

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WEBS

- <http://www.ocioenfamilia.com/>
- <https://familiasenruta.com/destinos/segovia-con-ninos/>
- <https://www.zonaviajero.com/que-hacer-en-segovia-con-ninos/>
- <https://www.orientacionandujar.es/tag/ocio-en-familia/>

Let's go out and live the city, enjoy its history and its stories, discover its art, and have fun together!

DESCRIPTION OF THE ACTIVITY

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

IMPACT ON THE FOLLOWING SUGGESTED POSITIVE ATTITUDES IN YOUR TARGET GROUP

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

EVALUATION STRATEGY

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

MATERIALS/RESOURCES/TECHNICAL REQUIREMENTS

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

THE CAUSES OF HIKIKOMORI THAT THE PRACTICE IS AIMED AT:

- Boredom at school
- Challenge to society / family
- Unwillingness to blend in
- Desire to belong to the group
- Drawing attention
- Copying popular behavioral trends
- No goal in life
- Desire to belong and become part of a social media community

AGE GROUP

7-11

COUNTRY

Italy

DURATION

Short school trips of 2-3 hours each

SETTING

Outdoor

AREA OF ACTIVITY

The city centre

AIMS OF THE PRACTICE

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

DIRECTION (FIELD) OF ACTIVITY

Development
Preventive
measures
Educational

GOALS OF THE PRACTICE

Intelligence
Competences
Skills
Attitudes

Podcast: What do we do at weekend?

DESCRIPTION OF THE ACTIVITY

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

- Activities for preventing addiction without substances

IMPACT ON THE FOLLOWING SUGGESTED POSITIVE ATTITUDES IN YOUR TARGET GROUP

- Increase enthusiasm at school.
- Open approach to society / family
- Ability to show oneself / self-esteem.
- Desire to belong to a group.
- Need to draw attention / be a leader.
- Filtering popular behavioral trends and adopt personal choices.
- Imitating adult behavior.
- Improve personal beliefs.
- Find positive goals in life.
- Desire to belong and become part of a social active community.

EVALUATION STRATEGY

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

MATERIALS/RESOURCES/TECHNICAL REQUIREMENTS

School radio program

THE CAUSES OF HIKIKOMORI THAT THE PRACTICE IS AIMED AT:

- Boredom at school
- Challenge to society / family
- Desire to belong in the group
- Drawing attention
- Copying popular behavioral trends
- No goal in life
- Desire to belong and become part of a social media community

AGE GROUP

7-16

COUNTRY

Spain

DURATION

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

SETTING

Indoor

AREA OF ACTIVITY

Preventive measures

AIMS OF THE PRACTICE

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

DIRECTION (FIELD) OF ACTIVITY

Development
Preventive measures
Educational

GOALS OF THE PRACTICE

Intelligence
Competences
Skills
Attitudes

The sound of our world: the soundscape of our environment

HOW THE ACTIVITY CAN IMPACT ON THE FOLLOWING SUGGESTED POSITIVE ATTITUDES IN YOUR TARGET GROUP?

- Ability to show oneself / self-estimation
- Desire to belong to a group
- Improve personal beliefs
- Find positive goals in life
- Other (define): collaboration and sharing common goals with peers
- Other (define): becoming aware of and experiencing the natural environment around us

AIMS OF THE PRACTICE

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

EVALUATION STRATEGY

The teacher/educator can evaluate:

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

MATERIALS/RESOURCES/TECHNICAL REQUIREMENTS

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

REFERENCES

Some examples of recorded sound walks can be found at:

<https://citiesandmemory.com>

<https://www.recordtheearth.org/explore.php>

AGE GROUP

8-12

COUNTRY

Italy

DURATION

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

SETTING

Preparation indoor

Main activity outdoor

Creating the final product and Debriefing indoor

AREA OF ACTIVITY

Music and sound education

Environmental education (+ education for sustainable development)

DESCRIPTION OF THE ACTIVITY

The activity is structured in 4 main phases:

Preparation phase. In this phase, the teacher/educator proposes a whole group discussion to drive children's attention toward the importance that sounds have in our experience of the world. The teacher/educator may introduce the topic as follow: „Do you know how many sounds we experience each day in our activities?.....But, I am sure, we are not always aware of them, are we?..... When you get up in the morning, what are the first sounds or noises you can distinguish inside and outside your home? And when you go out for going to school?...etc.....“ Children should be encouraged to describe their experiences and to express their opinions; then the following questions may be proposed „Ok, we have known we have plenty of sounds.. but how can we organize them? What categories of sounds can we recognize?“. There is not right or wrong answers here, but all the children have to agree with a possible shared categorization of sounds.

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

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

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

Debriefing and critical reflection. The teacher/educator has to encourage a reflection about the experience the children had during the sound walk. Some possible suggestions for reflection:

- “Were there any sounds you have already heard? Which ones? Instead, were there any sounds that were totally new for you?”
- “Which sounds were pleasant to you to listen? Why? Which sounds were unpleasant? Why?”

Sound fairy tale

DESCRIPTION OF THE ACTIVITY

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

- Reading by the teacher/educator of the fairy tale to the whole group;
- transforming the tale from words to music and movement: insertion of themed rhythmic songs/nursery rhymes (for example about a wolf) for describing the story;
- Insertion of dances (for example imagining a dance of Little Red Riding Hood while walking in the woods);
- Insertion (production and / or listening) of sound patterns that act as a context (for example sounds of the forest);
- Experimentation, through the body or tools, of time (slow for example when Little Red Hood leaves the house, fast when she has to escape from the wolf).

HOW THE ACTIVITY CAN IMPACT ON THE FOLLOWING SUGGESTED POSITIVE ATTITUDES IN YOUR TARGET GROUP?

ability to show oneself / self-estimation

desire to belong to a group

- other (define): collaboration and sharing common goals with peers
- other (define): create a playful container that allows children and young people to connect through music while playing and having fun

EVALUATION STRATEGY

The teacher/educator can evaluate:

children's participation considering the level of involvement in the task, in the main activity and in the creation of the final product

- product
- children's understanding of the aims of the activity, proposing some simple written reflective open questions, similar to those in the debriefing phase

AGE GROUP

8-12

COUNTRY

Italy

DURATION

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

SETTING

Mainly indoor

AREA OF ACTIVITY

Music and sound education

Literature for children

Physical education

AIMS OF THE PRACTICE

Developing an attitude toward listening

Encouraging interpersonal interactions among peers through music

Developing rhythmical skills

Developing non-verbal communicative skills

Working together

MATERIALS/ RESOURCES/ TECHNICAL REQUIREMENTS

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

“I can change the world through my hands” Enjoy 3D origami design through paper miracles

DESCRIPTION OF THE ACTIVITY

- Presentation and short learning by doing course for skills
- Presentation of the places with stories and riddles
- Time for discussions in groups
- Group construction and reconstructions of the buildings
- Storytelling characters Pictures, costumes, dialogues
- Build up Scenarios – Communication skills
- Set up the exhibitions - Presentations by topic:
 - Mosaics
 - Stories
 - Images and Characters
- Questions to encourage the children to listen actively

PLEASE DESCRIBE HOW THE ACTIVITY CAN IMPACT ON THE FOLLOWING SUGGESTED POSITIVE ATTITUDES IN YOUR TARGET GROUP

- More joinable time at school
- Develop an open approach to schoolmates' suggestions
- Improve one's self-esteem
- Learn teamwork
- More enjoyment with school activities
- Making sense of free time; interests development
- Find positive goals in life
- Confident development sharing visions and experience with others
- Skills to communicate with adults (parents, Teachers, Visitors of exhibitions)

EVALUATION STRATEGY

The evaluation is based on the observation and group comments of PLUSes and MINUSes using the Sandwich feedback and performance review technics.

MATERIALS/RESOURCES/TECHNICAL REQUIREMENTS

Paper, pencils, scissors, etc. Learning Courses

AGE GROUP

8–13

COUNTRY

Bulgaria

DURATION

Short version – 2 hours; Longlasting version 2 hours per week

SETTING

Indoor

AREA OF ACTIVITY

Classroom, or Mini corners in School corridors

AIMS OF THE PRACTICE

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

Kids seminars – Use and overuse of screens

DESCRIPTION OF THE ACTIVITY

We detected cases on which students overuse screens with lack of social interaction abilities in different contexts. These seminars were run in two schools in Salamanca and they are transferable to other schools. Topics:

- The meaning of CIT
- Short film GLUED: <https://www.youtube.com/watch?v=rW2g5cwrxrQ>
- Like a graphic example, consequences about abuse of technologies (physical, social and physiological)- Videoforum
- Time for playing (who with, how many time), balance digital life and physical life...

IMPACT ON THE FOLLOWING SUGGESTED POSITIVE ATTITUDES IN YOUR TARGET GROUP

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

EVALUATION STRATEGY

Quantitative analysis of the use of screens with the children with which we have been intervening, through the registration template. The objective is to analyze the most suitable age range where to expand the activities carried out. Quantitative analysis through individual questionnaire with families about the awareness of the time that children spend with ICT. Qualitative analysis of the use of screens with reflect between pupils with us.

MATERIALS/RESOURCES/TECHNICAL REQUIREMENTS

PPT, video, questionnaires, template and the classroom of our students for meetings with them.

AGE GROUP

Children in Primary schools (10 years old)

COUNTRY

Spain

DURATION

5 hours

SETTING

Indoor

AREA OF ACTIVITY

Preventive measures
Educational

AIMS OF THE PRACTICE

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

DIRECTION (FIELD) OF ACTIVITY

Development
Preventive measures
Educational
Reflect

GOALS OF THE PRACTICE

Intelligence
Competences
Skills
Attitudes
Reflect about use and overuse about ITC.

THE CAUSES OF HIKIKOMORI THAT THE PRACTICE IS AIMED AT:

- Boredom at school
- Challenge to society/family
- Desire to belong to the group.
- Spend the time without conscious about the amount of hours loosen with screens.
- Desire to belong and become part of a social community.

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- American Academy of Ophthalmology: <https://www.aao.org/salud-ocular/consejos/uso-de-pantalla-para-los-ninos>
- Colegio Oficial de Psicología de Cyl: <https://www.copcyl.es/grupos-de-trabajo-del-copcyl/>

Creative Interaction Group



DESCRIPTION OF THE ACTIVITY

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

The main theme is performed repeatedly live on electric guitar by the part by the teacher/educator, or by one of the participating students (it is sufficient to have a basic knowledge of the instrument).

The subsequent interventions (apart from that of the electric bass which requires knowledge anyway elementary of the instrument) are accessible to anyone, even without musical preparation and instrumental. These are both rhythmic and melodic interventions, elementary if seen individually, but that require precision in execution and attention in listening to the ensemble, so that the group result can be musically pleasing, something that even the inexperienced is capable of evaluate and appreciate.

The children's interventions take place first gradually individually, then in successive additions. Initially, the teacher will command the interventions, performed in a different order each time. Once a certain familiarity with the game has been acquired, the children themselves will gradually intervene as directors. The exchange of tools will further stimulate the interest and curiosity in the children. The next step, the more creative one, takes place once the participants have achieved a certain level of fluency and precision, and above all an ability to listen to the whole. All time with the line-up previously adopted, the kids will try to improvise with their own instrument simple patterns (both rhythmic and melodic), gradually correcting themselves according to the result or less satisfactory at group level, with teacher guidance.

HOW THE ACTIVITY CAN IMPACT ON THE FOLLOWING SUGGESTED POSITIVE ATTITUDES IN YOUR TARGET GROUP?

ability to show oneself / self-estimation

- desire to belong to a group
- find positive goals in life
- other (define): encouraging sharing of ideas and goals
- among children

AGE GROUP

10-14

COUNTRY

Italy

DURATION

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

SETTING

Mainly indoor

AREA OF ACTIVITY

Music and sound education

AIMS OF THE PRACTICE

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

MATERIALS/ RESOURCES/TECHNICAL REQUIREMENTS

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

EVALUATION STRATEGY

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

Sightseeing tourism

DESCRIPTION OF THE ACTIVITY

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

IMPACT ON THE FOLLOWING SUGGESTED POSITIVE ATTITUDES IN YOUR TARGET GROUP

- Increasing self-esteem
- Developing the ability to consistently pursue goals;
- Acquiring new, positive experiences;
- Getting to know the natural environment;
- Experience of contact with nature;
- Development of social competences
- Getting to know the new space of social activity
- Establishing social interactions between participants in the real world
- Creating small social group
- Building a sense of belonging to a group
- Building responsibility for the group indicating one of the forms of active leisure

EVALUATION STRATEGY

Social media:

<https://www.facebook.com/mosl21/>

<https://kr.edu.pl/>

MATERIALS/RESOURCES/TECHNICAL REQUIREMENTS

. Maps, guides, provisions, tents, navigation instruments.

THE CAUSES OF HIKIKOMORI THAT THE PRACTICE IS AIMED AT:

- unwillingness to blend in
- desire to belong in the group
- drawing attention
- imitating adult behavior
- fashion
- no goal in life

AGE GROUP

11-14 or 15-19

COUNTRY

Poland

DURATION

Short school trips of
2-3 hours each

SETTING

outdoor

AREA OF ACTIVITY

Beskid Wyspowy,
Beskid Mały,
Gorczański National
Park, Cracow

AIMS OF THE PRACTICE

Provide the teachers with practical examples of activities to encourage the children to work together

DIRECTION (FIELD) OF ACTIVITY

Intelligence
Competences
Skills
Attitudes

Youth leaders program

DESCRIPTION OF THE ACTIVITY

A group of young people was selected on the basis of the educational and upbringing results achieved. Through regular meetings and work with the tutor, the leaders independently create and then implement activation projects among their peers / colleagues. They carry out about 5 original projects a year that have a direct impact on the life of the school community. These actions consist of:

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

IMPACT ON THE FOLLOWING SUGGESTED POSITIVE ATTITUDES IN YOUR TARGET GROUP

- Creating youth environmental leaders;
- Creating social interactions
- Creating a youth communication space
- Creating small social groups
- Building a sense of belonging to a group
- Building responsibility for the group
- Creating forms and ways of spending time in the real world
- Creating interpersonal bonds participation in social life
- Increasing self-esteem
- Building the courage to undertake social activity

EVALUATION STRATEGY

Social media:

<https://www.facebook.com/mosl21/>

<https://kr.edu.pl/>

MATERIALS/RESOURCES/TECHNICAL REQUIREMENTS

Maps, guides, provisions, tents, navigation instruments.

THE CAUSES OF HIKIKOMORI THAT THE PRACTICE IS AIMED AT:

- unwillingness to blend in
- boredom at school
- desire to belong to the group
- drawing attention
- imitating adult behavior
- desire to belong and become part of a social media community

AGE GROUP

11–14 or 15–18

COUNTRY

Poland

DURATION

Short school trips of
2–3 hours each

SETTING

In order to plan the project activity, the group meets systematically at a same place and the same time.

Depending on the needs of the project being implemented, it is assumed that any location can be selected

AREA OF ACTIVITY

School

AIMS OF THE PRACTICE

Provide the teachers with practical examples of activities to encourage the children to work together.

DIRECTION (FIELD) OF ACTIVITY

Intelligence
Competences
Skills
Attitudes

Workshops for children and parents

DESCRIPTION OF THE ACTIVITY

In the context of working with young people, it is vital to have constant and systematic contact with their families and legal guardians. Parents participate in workshops once every two weeks. These meetings take the form of a parent's school, combined with elements of interpersonal training and self-help groups. During the upbringing difficulties, the parents make use of each other's experience. Some groups are invited as experts from outside, such as addiction therapy specialists from the MONAR Association. The workshops also provide a space for the acquisition and training of soft skills. Children are also periodically invited to the parent's groups. The working methods used in the above-mentioned groups are based on conversation, cooperation, play, sport, recreation and shared experience. They can be considered as an excellent diagnostic space for specialists. And, what is most important, for the parents it is an opportunity to use the skills acquired during the workshops in contact with the child. These activities also generate an interaction:

IMPACT ON THE FOLLOWING SUGGESTED POSITIVE ATTITUDES IN YOUR TARGET GROUP

- Establishing social interactions between participants in the real world
 - Creating a communication space between children and parents
 - Creating small social groups
 - Building a sense of belonging to a group
 - Building responsibility for the group
 - Showing parents and children about forms and ways of spending time in the real world
 - Creating interpersonal bonds
- Support for parents / guardians in bringing up their children

EVALUATION STRATEGY

Social media:

<https://www.facebook.com/mosl21/>

<https://kr.edu.pl/>

MATERIALS/RESOURCES/TECHNICAL REQUIREMENTS

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

AGE GROUP

11-18

COUNTRY

Poland

DURATION

Short school trips of
2-3 hours each

SETTING

Indoor

AREA OF ACTIVITY

School

AIMS OF THE PRACTICE

Provide the teachers with practical examples of activities to encourage the children to work together

DIRECTION (FIELD) OF ACTIVITY

Intelligence
Competences
Skills
Attitudes

THE CAUSES OF HIKIKOMORI THAT THE PRACTICE IS AIMED AT:

- challenge for society/family
- desire to belong to the group
- drawing attention
- imitating adult behavior
- personal beliefs

Group classes with elements of hippotherapy

DESCRIPTION OF THE ACTIVITY

Weekly workshops thanks to which young people have the opportunity to go outside the urban agglomeration. Through activities conducted at the horse stud, they experience direct contact with nature and animals. Apart from the possibility of learning horseback riding, an additional attraction and strengthening the therapeutic nature of the classes is a upkeep work with the animals.

IMPACT ON THE FOLLOWING SUGGESTED POSITIVE ATTITUDES IN YOUR TARGET GROUP

- Developing a feature defined as curiosity about the world
- Learning direct contact with animals and nature
- Creating a sense of responsibility
- Enhancing emotional sphere
- Establishing social interactions between participants in the real world
- Creating a communication space between pupils
- Creating small social groups
- Building a sense of belonging to a group
- Building responsibility for the group
- Enhancing the level of passions and interests;
- Creating interpersonal bonds
- Increasing the level of self-esteem;
- Creating possibility for public speaking
- Increasing the level of faith in the sense of one's own skills
- Increasing the level of self-confidence
- Increasing creativeness
- Developing passions and interests
- Creating a space for a creative and inspiring way of spending time

EVALUATION STRATEGY

Social media:

<https://www.facebook.com/mosl21/>

MATERIALS/RESOURCES/TECHNICAL REQUIREMENTS

Access to green areas and studs

AGE GROUP

11–14 or 15–18

COUNTRY

Poland

DURATION

Short school trips of 2–3 hours each

SETTING

Indoor

AREA OF ACTIVITY

The location is a horse farm in the village not far from Krakow. However, the classes also include a part of the movement, so the group starts and ends each time a workshop in a designated workshop in the center

AIMS OF THE PRACTICE

Provide the teachers with practical examples of activities to encourage the children to work together

MATERIALS/ RESOURCES/ TECHNICAL DIRECTION (FIELD) OF ACTIVITY

Intelligence
Competences
Skills
Attitudes

Parents seminars – Kids and screens – responsible use of devices

DESCRIPTION OF THE ACTIVITY

Seminars were run in two schools in Salamanca but they are replicable in other primary schools Every quarter we talk with parents about the importance of having a Family Digital Plan and we take the opportunity to propose leisure and free time activities and promote an education based on responsibility, with positive discipline.

IMPACT ON THE FOLLOWING SUGGESTED POSITIVE ATTITUDES IN YOUR TARGET GROUP

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

EVALUATION STRATEGY

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

MATERIALS/RESOURCES/TECHNICAL REQUIREMENTS

Questionnaires online (Forms) and questionnaires that we use in the interviews with the families of our students.
Registration template, books, computer.
Room or a classroom where to host meetings with families

THE CAUSES OF HIKIKOMORI THAT THE PRACTICE IS AIMED AT:

- Avoiding an overprotective educational style in the family.
- Use electronic devices under a monitoring plan.
- Challenge to society/family.
- Desire to belong to the group.
- No goal in life.
- Desire to belong and become part of a social community.

AGE GROUP

Parents of children in infant and primary schools

COUNTRY

Spain

DURATION

2 hours each quarter

SETTING

Indoor/outdoors

AREA OF ACTIVITY

Preventive measures
Educational

AIMS OF THE PRACTICE

Sensitize the families of our students about an appropriate use of new information, communication and gaming technologies. Inform the educational community about different projects for the prevention of social isolation in educational centers.

Promote family leisure as a protective factor of social isolation in our educational community.

DIRECTION (FIELD) OF ACTIVITY

Development
Preventive measures
Educational

GOALS OF THE PRACTICE

Intelligence
Competences
Skills
Attitudes

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- METAVERSO, EL MUNDO DIGITAL: <https://www.youtube.com/watch?v=3SMqdzqttpQ>
- Asociación Española de pediatría: <https://www.aeped.es/>
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