

**Technology is  
everywhere!  
Where is the  
balance?**



## **MODULE 1 – education and tips for the teacher 10-14 years**

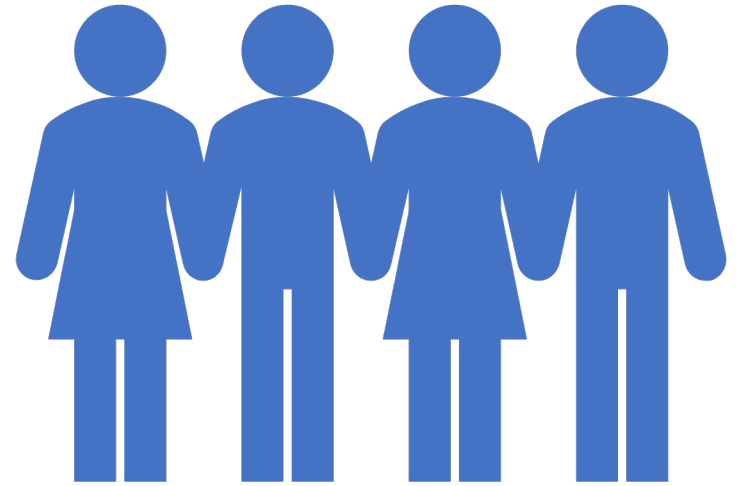


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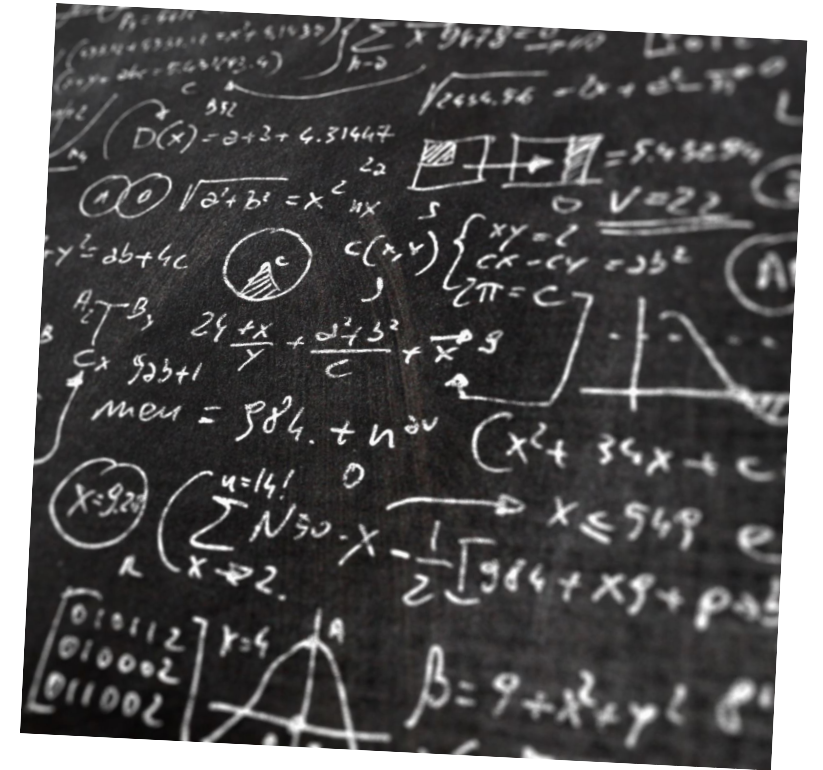
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# Universal tips for working with a group



## What difficulties can I encounter while conducting classes?

An important skill of a person conducting classes with a group is the ability to observe individual people. Focusing on the program, we must not forget that the meeting is to be useful and serve primarily the people who participate in it.



How should I react to student behavior???

And it depends on what type of behavior you face 😊

- Leader – activates the group to act and impresses its other members.
- Opponent – provokes and remains in opposition to individual members of the group or the whole.
- Outsider – moves around the border of the group or beyond it





Type "Malcontent" (dissatisfied or sad, forced to participate in classes..

What to do: Respond to complaints immediately, e.g. tell the Malcontent what actions can be taken to meet his needs. Ask for advice (look for a solution together), make contact during the break, ask others if they have similar feelings. Show tact and patience (he has the right to his own opinion !!).

## "Outsider" type (shy, a bit off the beaten track)

What to do: engage the Outsider gradually, starting with questions that are easy to answer, then some separate task...

Carefully encourage participation and confirm self-confidence, try to involve such a participant in organizational matters (eg hanging a board, help in connecting technical devices). Make contact during a longer break, additionally help during the work in subgroups.

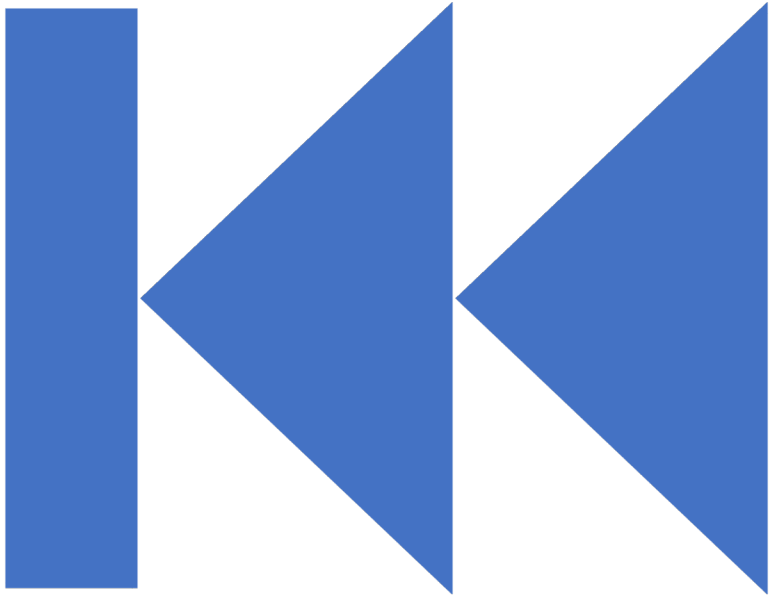


The "Joker" type (a very active person, has difficulty concentrating, but also relieves tension)

What to do: engage in exercises that require movement, creativity, come closer to the Joker to draw attention to yourself and the exercise. When his attitude starts to get in the way, define the rules, when work, when play, put restrictions half-jokingly-half-seriously, e.g. "Let's listen to the opinion of others!".



# GROUP CRISES



There are two types of crises in the group:

Passive crises – they are generally connected with the passive behavior of the group,

Active crises - behaviors inadequate in terms of energy to the situation (talkativeness, joking, aggression).

# Breaking the crisis

In order to overcome a crisis, you can always change the convention of classes at some point, e.g. to a more active one, justifying it with the behavior of the group. Often it is enough just to take a break. Let the group think through the crisis, take a breath, rest :)





# MODULE 1-EDUCATION

## presentation

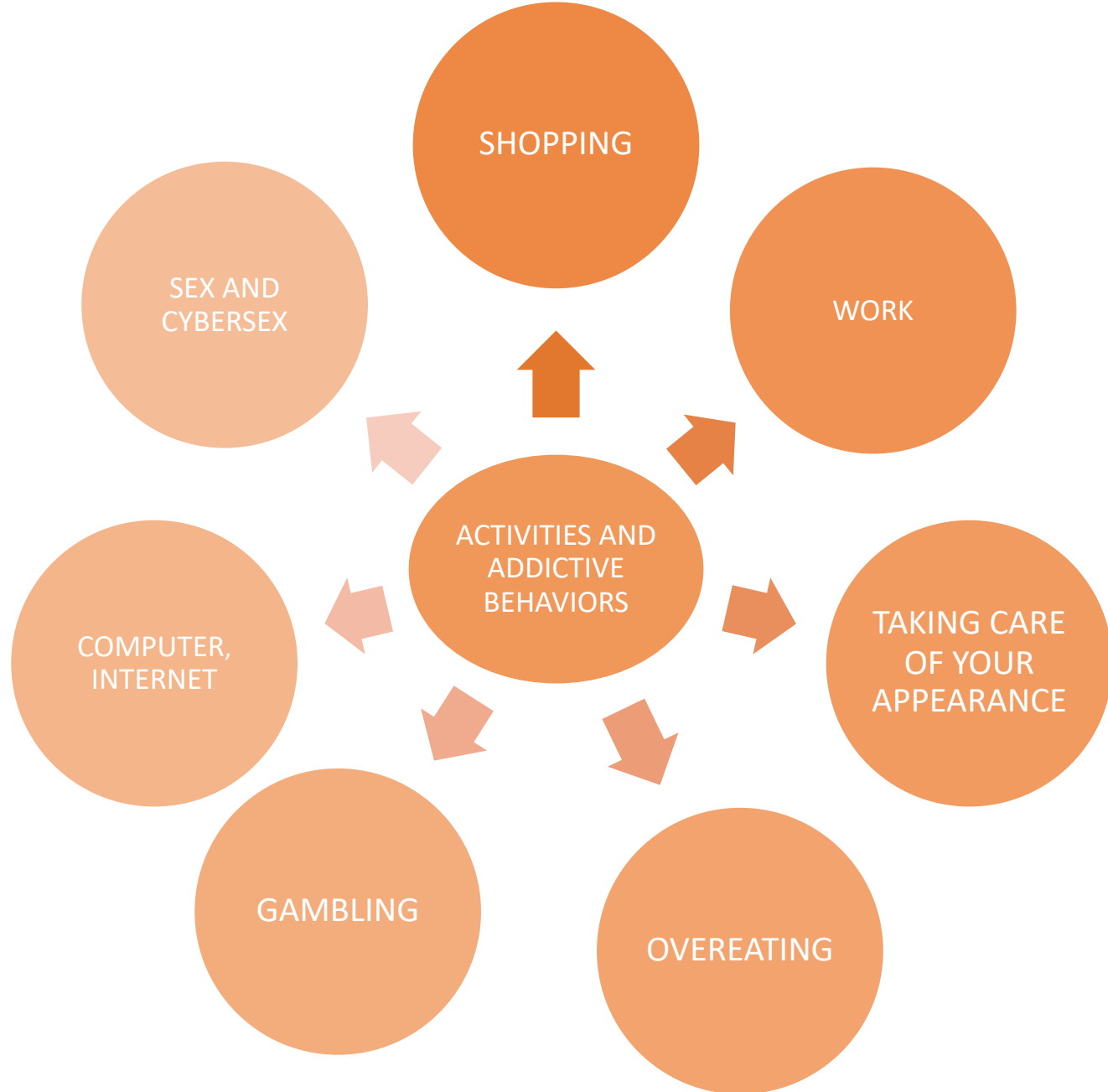
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**You need to know what Behavioral addictions are  
and where they come from**

A sleek, dark-colored smartphone is shown vertically, centered on the left side of the slide. It has a large, dark screen and a thin bezel. The phone is set against a vibrant blue background that has a slightly torn or layered appearance. The lighting is soft, creating a subtle reflection on the phone's surface.

## **BEHAVIORAL (FUNCTIONAL) ADDICTION is ...**

A set of symptoms related to the fixed, repeated specific activity (or group of activities) in order to obtain emotional states such as pleasure, euphoria, relief, a feeling of satisfaction.



COMPULSIVE ACTIVITIES AND BEHAVIORS INCLUDE: SHOPPING, WORKING, BINGE EATING, GAMBLING, COMPUTER AND INTERNET, SEX AND CYBERSEX.

What is important .. WE DO NOT INTRODUCE SUBSTANCES, WE REPEAT ACTIVITIES TO ACHIEVE PLEASANT





**Despite the similarities and the intensification of the phenomenon, there is no consensus regarding the recognition of the above-mentioned compulsive behaviors as addiction. Especially that while you can avoid taking psychoactive substances, you cannot avoid such behaviors as eating or buying or the use of the Internet, use of ICT..**

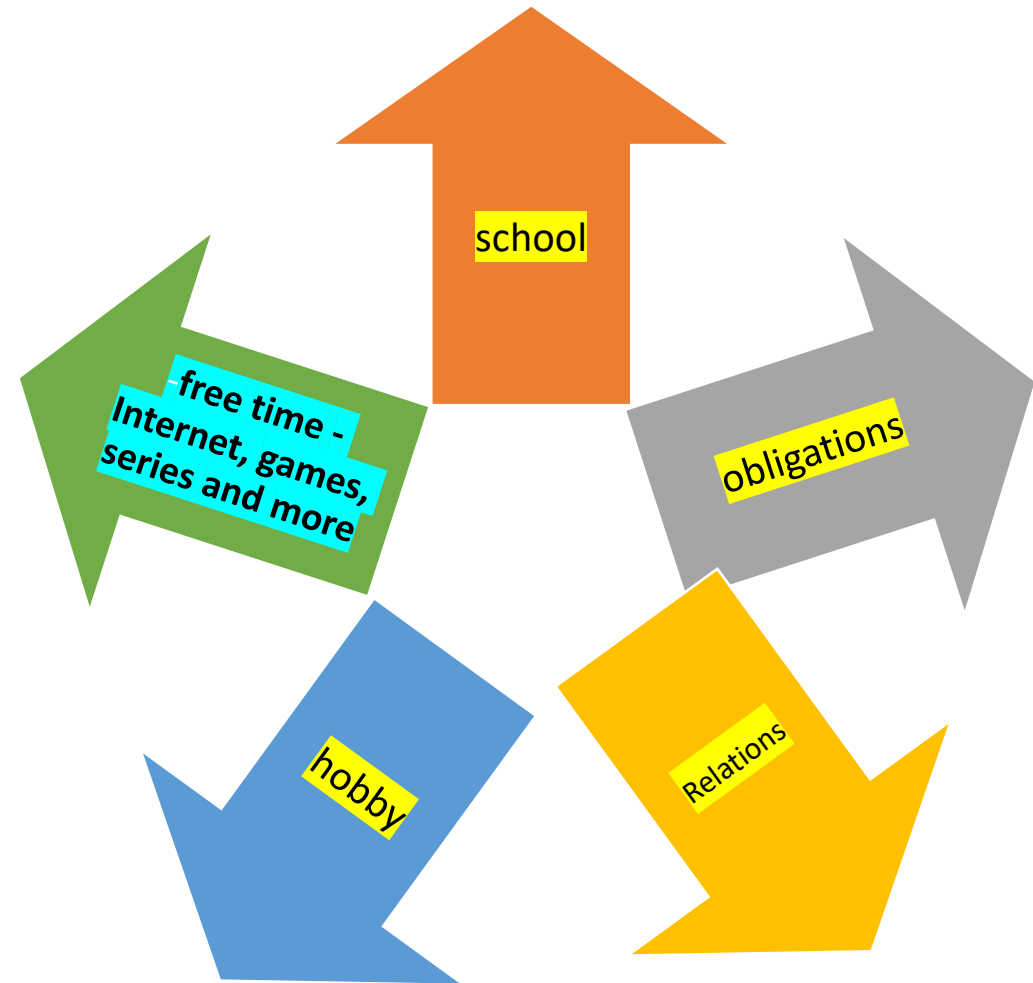


## What to do when a child abuses a smartphone or the Internet?

The parent needs to rebalance the use of ICT (establish the rules and give the child agency)

It is necessary to restore the balance of functioning and the use of technology in free time:

- school
- obligations
- relations hobby
- free time - Internet, games, series and more





It is important that at school, at home, there is consistency in the transmission of information to the child. For the rules to be important. Make the child's development a priority.





## So what should I say during the classes?

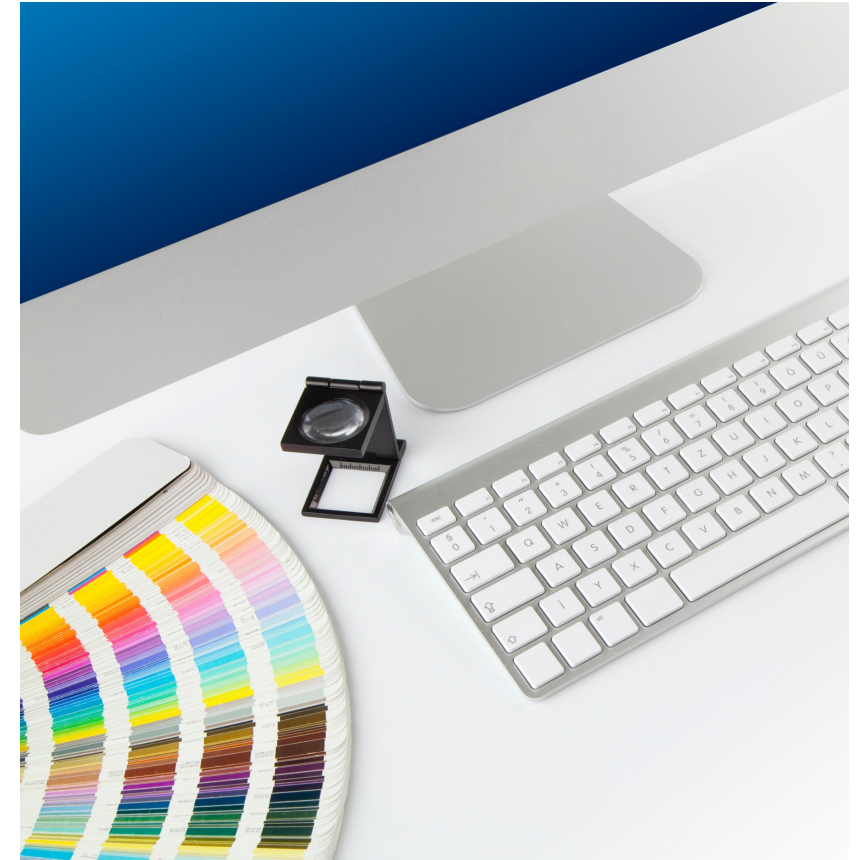
- It is very important to provide children and young people with reliable knowledge about the use and abuse of new technologies.
- In the area of competences, those that are key as factors protecting children and young people against addiction should be strengthened (the area of emotions, self-esteem, communication, cooperation )
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# OBJECTIVES OF MODULE 1

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- determining the rules of cooperation during the workshops (signing the contract)
- Familiarizing participants with the assumptions, purpose and subject of the meetings
- building a sense of security -providing participants with knowledge about the threats of the abuse of modern technologies, the principles of safe use of networks/devices, as well as the phenomenon of cyberbullying
- motivating to participate in classes

**Teacher, use the content of the guidelines you have read.**



Working  
methods  
and  
materials  
needed

METHODS: CIRCLE,  
ROUND,  
BRAINSTORMING, GROUP  
WORK, INDIVIDUAL  
WORK, MINI-LECTURES



MATERIALS: LARGE  
SHEETS OF PAPER,  
MARKERS, COLORED  
MARKERS, DIXIT CARDS,  
STICKY NOTES



# Session 1 activity 1

Welcome. Presentation of the assumptions of the project, the purpose and subject of the series of workshops to the group, as well as discussing the expectations of the participants. Determining the rules of cooperation, signing the contract by the participants and the leader.

- The group, together with the person leading, establishes a few basic rules that will apply during the classes. It is important that each participant has an influence on what rules will be written. They must be discussed in such a way that their meaning is clear to all participants. At the end, all participants and the facilitator sign the rules, agreeing to abide by them. (A large sheet with written rules should be hung in a visible place during each class with the group, so that previous arrangements can be referred to).
- Task The leader lays out the DIXIT cards in the middle of the circle. Ask the youth to choose one card that they think reflects the overuse of phones/computers/internet. It encourages participants to share the key that guided the participants during the selection process.

## Discussion/task

- The leader asks the participants to think about what they use, what they do on the web/smartphone. I suggest that they share their suggestions by writing them down on small sticky notes. Then each participant shares ideas with the group and sticks them on a collective flipchart (while grouping if the ideas repeat). The facilitator discusses the exercise with the group. He points out that the Internet/telephone serves us and is helpful in many situations.





## Session 1 activity 2



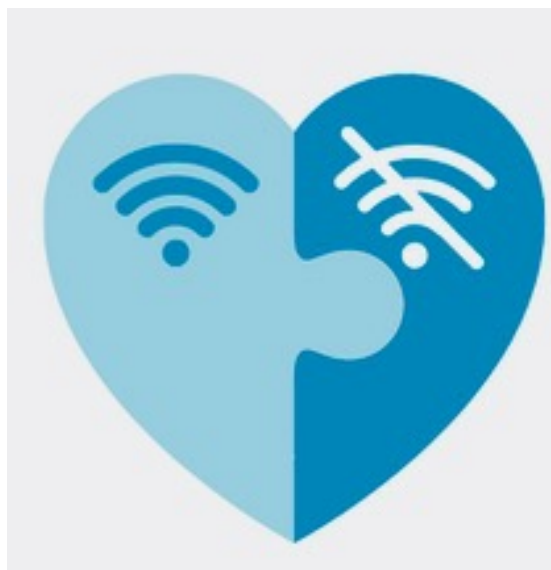
### Exercise

The facilitator divides the group into four subgroups. He asks each group to try to focus on one of the following issues in the context of the abuse of technology, in particular the smartphone.

- individual/social reasons for addictive use of new technologies
- individual/social effects of addictive use of new technologies
- threats/dangers related to the incorrect use of new technologies
- principles of safe use of new technologies

The groups share the results of their work with the other workshop participants. The instructor complements their knowledge with biological causes and effects, thus completing and presenting the bio-psycho-social model of addiction.

- The teacher expands on the issue of cyberbullying (if it has been mentioned) or introduces it into the course of the class through a mini-lecture (he may use a previously prepared multimedia presentation). He shares his knowledge on the legal qualification of acts that may, through the use of new technologies, lead to serious consequences.
- Conclusion – final round – each of the participants says in one sentence what they end the classes with (feelings, thoughts, reflections) or how they worked during the previous classes. The workshop ends with the teacher thanking you for the classes and inviting you to the next meeting.



**Technology is  
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Elaboration: Marta Szuberska



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