

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

VNIVERSITAT  
DE VALÈNCIA

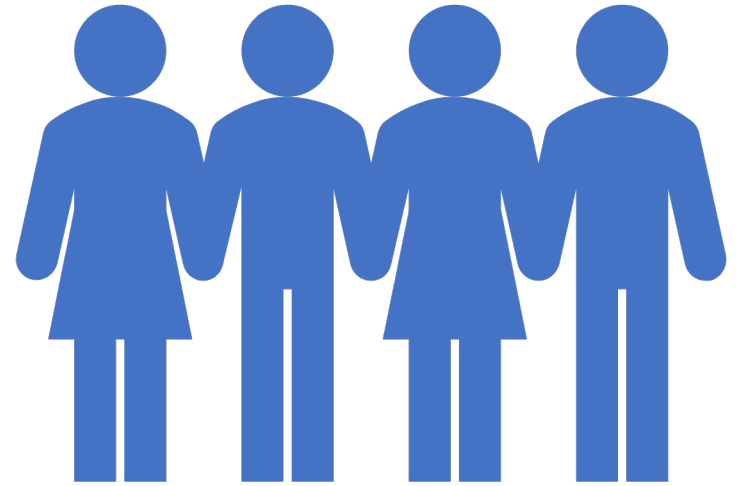
## MODULE 1 – education and tips for the teacher 6-9 years



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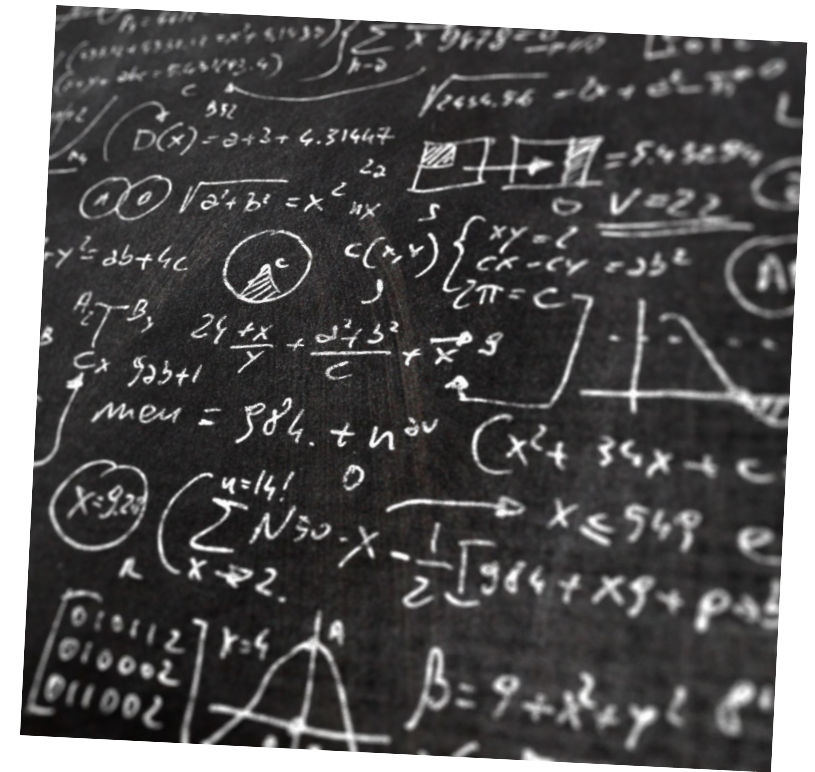
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# Universal tips for working with a group



## 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.

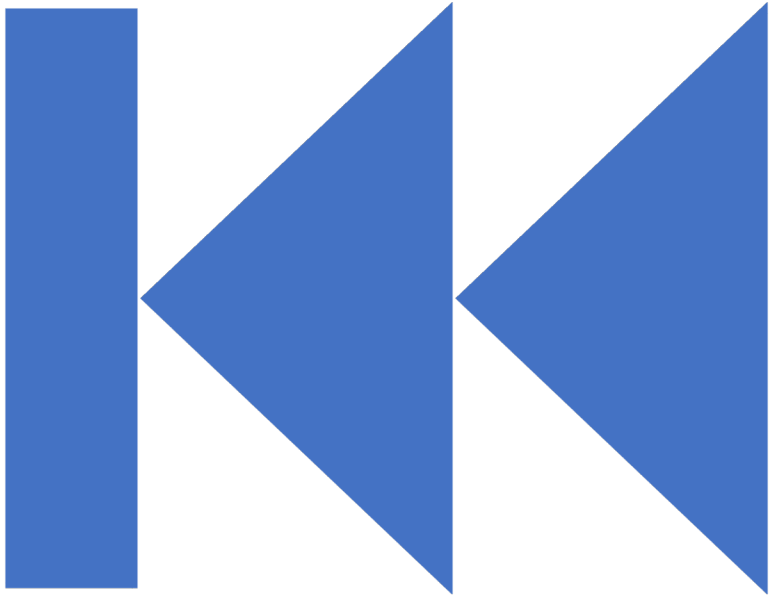


The "Joker" type (a very active person, has difficulty concentrating, but also relieves tension)

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 :)







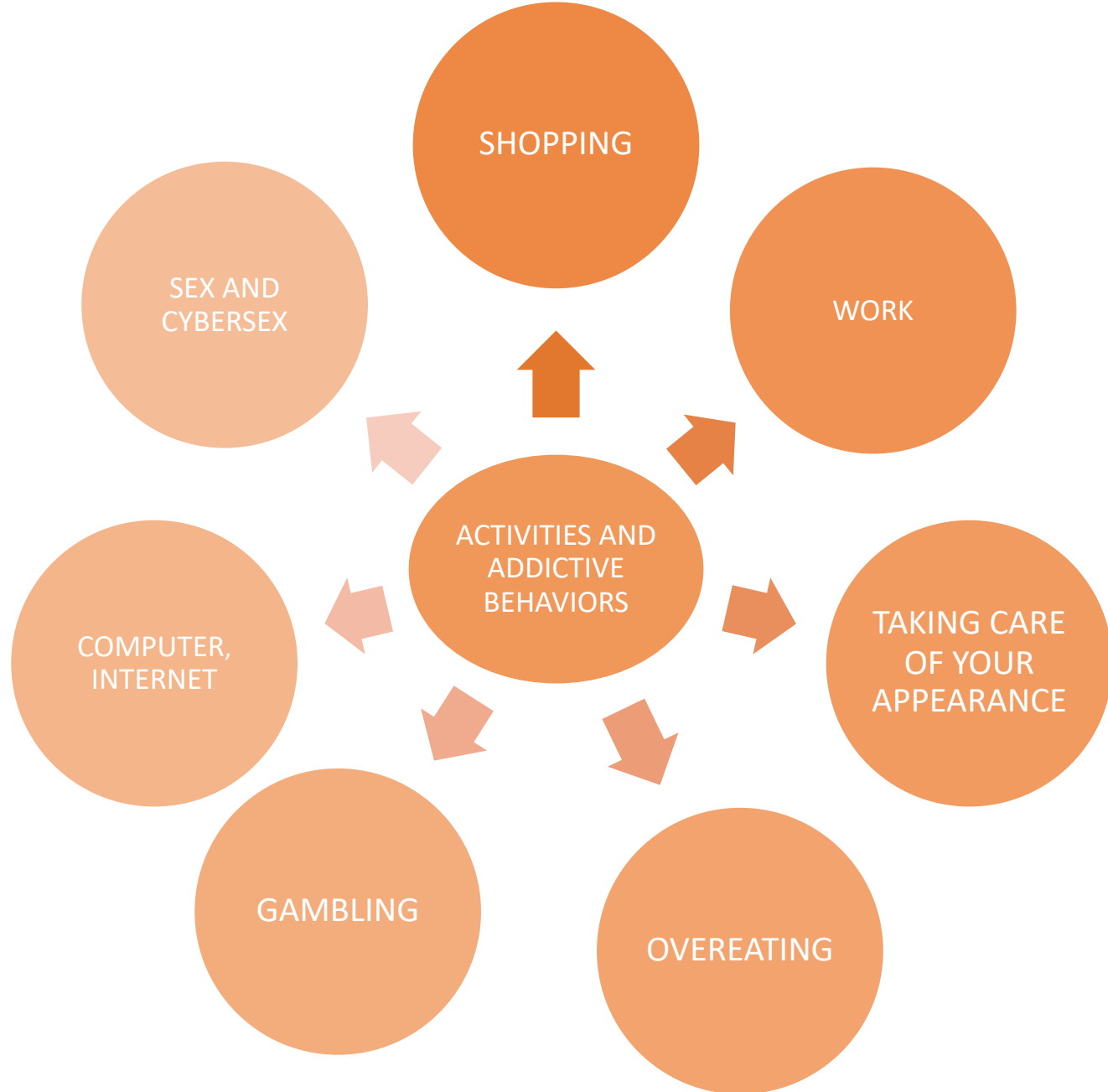
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**You need to know what Behavioral addictions are  
and where they come from**

A sleek, dark-colored smartphone is shown vertically, centered on the left side of the slide. The screen is dark and reflective, showing a subtle gradient. The phone is set against a bright blue background that has a torn-paper-like edge on its right side. The overall composition is clean and modern.

## **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





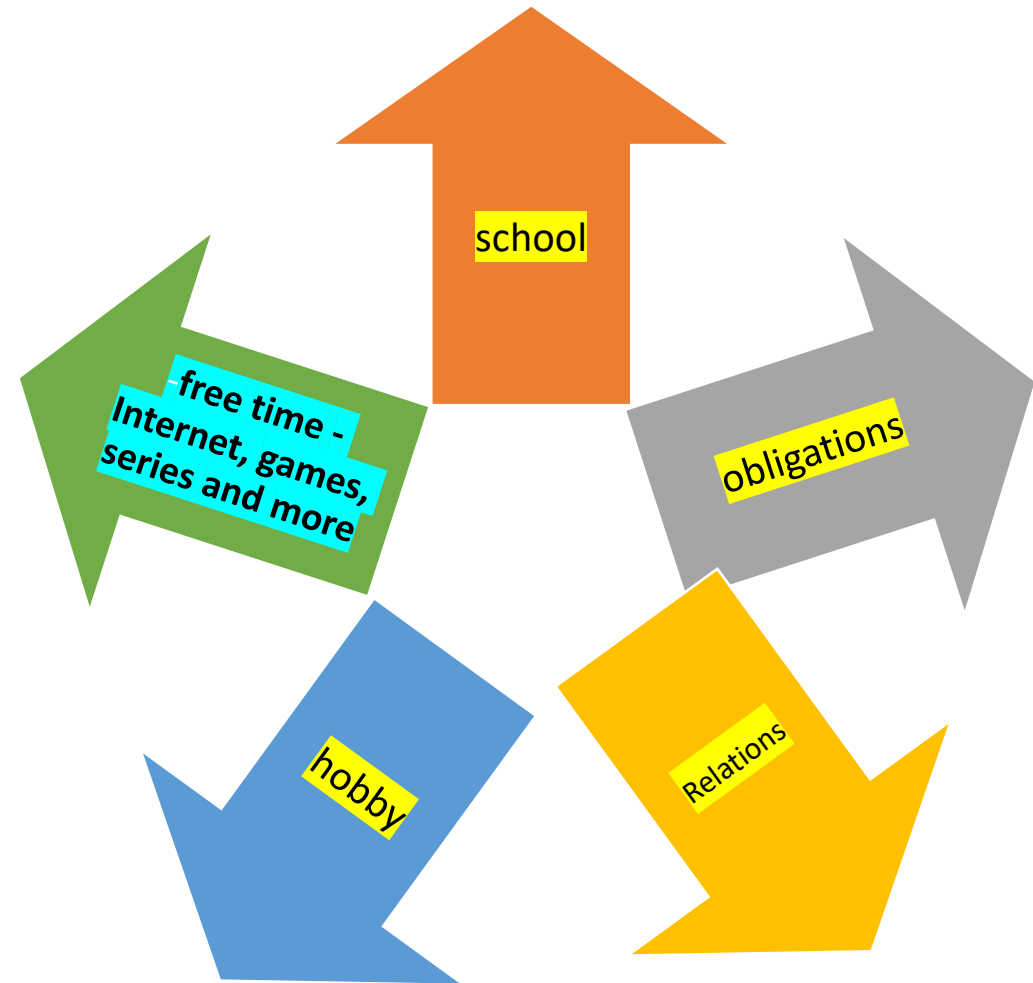


## What to do when a child abuses a smartphone or the Internet?

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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# MODULE 1

## education





# Presentation

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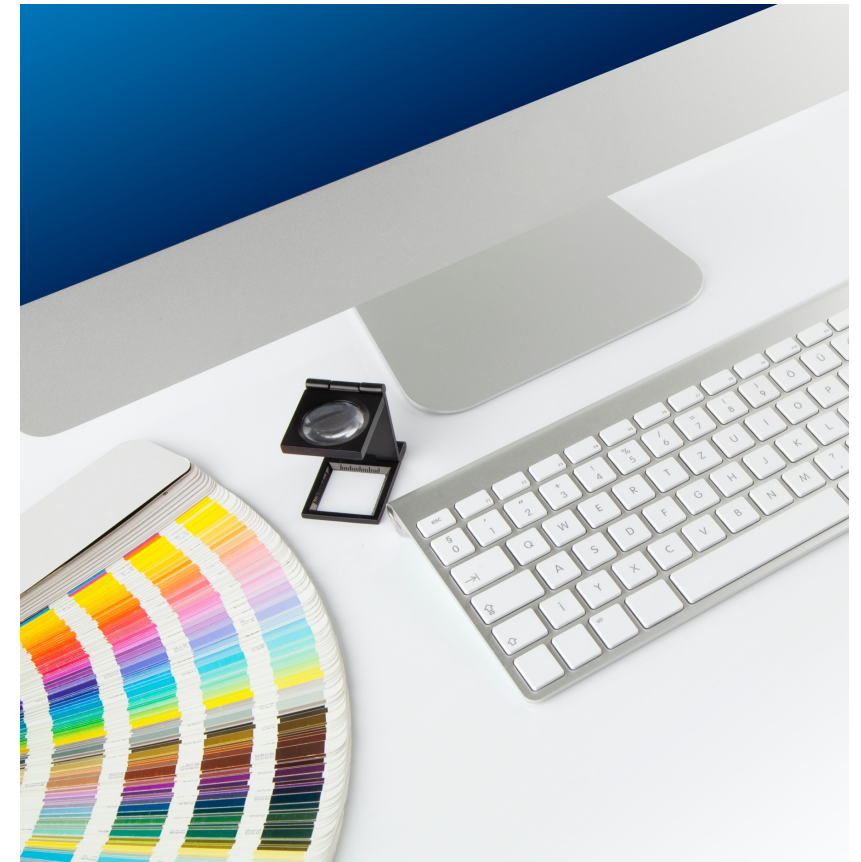
- Promoting a safer and more responsible use of the Internet and new technologies is essential to protect children and young people. The new generations are experiencing a very strong connection with new technologies that have entered practically all spheres of their existence, including school. Hyperconnection, however, has some drawbacks that should be known.
- In this part of the toolkit the overall objective is to acquire knowledge about the sustainable use of digital tools and ICTs and to learn how to develop a responsible, healthy and safe use of them. In addition, a session will be developed to involve children and young people in attractive and safe activities that are, for example, a way of spending free time - theater and art classes, which will be planned and concluded with the presentation of the results obtained and will expand the range of constructive ways of spending free time.
- For this purpose, two sessions are presented with a theoretical-practical character, with the possibility of further expansion if necessary.

# OBJECTIVES OF MODULE 1

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- ❑ Students learn the basic risks of unsustainable use of ICT.
- ❑ Learners know the safe limits of digital devices use.
- ❑ Students recognise the risk of crowding-out\*.
- ❑ To involve children and their families in the proposal of attractive and safe cultural activities to spend their free time.
- ❑ Disseminate the current cultural agenda with alternatives for children.
- ❑ To favor the connection between school and community.

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





# Working methods and materials needed

THE FIRST SESSION CAN BE CARRIED OUT IN AN ESCAPE ROOM BY COMPLETING THE CHALLENGE INDIVIDUALLY OR IN SMALL GROUPS.



MATERIALS: PHOTOCOPIES - CROSSWORD PUZZLE, LABYRINTH, PADLOCK WITH NUMERICAL CODE BOX, PENS WITH INVISIBLE INK

# INTRODUCTION : READ THE ENTIRE PRESENTATION OF SESSION 1 !

1.Prepare a box with a padlock that has a code

**-060-**, put the children's certificates there earlier ( last slide )

2.Prepare the text :

Transcribe the text from the description of Escape Room with an invisible pen (UV PEN WITH LED INVISIBLE INSCRIPTIONS ) and read it to the children.

\*Show the children the invisible text first to get them interested

0

6

0

# Instruction Challenge 1

In several places in the class, depending on the number of children – recommended groups of 4-5 people – hide the letters to the "Alphabet Soup" or printed "Crosswords" (description of the task below in the presentation). Place arrows in the classroom or use questions such as:

- Where do we throw our rubbish? ( if the letters / crosswords were under the basket )

- What is on the windowsill? ( if the letters/crosswords were hidden under a flower pot )

or other auxiliaries to find letters/crosswords.

Depending on the number of groups, prepare the right number of hidden places, prepare letters for words (these can be single letters on cut sheets, magnetic letters) and printed crosswords. **SAY there are seven words, read or write six words on the board.** One word is hidden !!!!

# Session 1 Escape Room

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- This morning, on my way to class, I came across some girls trying to open this box. When passing in front of them, they asked me if it helped them try to open it, after more than 15 minutes trying we came to the conclusion that we could not and that we needed help from more people to get it open. That's when I thought maybe you'd like to help me... Next to the case was this note and an ultraviolet light pen: (it can be read by teachers or students)
- 
- *"Welcome to the future, new technologies (for the little ones to give examples and for the older ones different) have changed the world, but do we make good use of them? Those who manage to open the box will be able to keep its contents, but for this you have a limited time. In 30 minutes you will have to overcome the different enigmas with which you find, for this, you have to work as a team, to be able to do it in the stipulated time, if not, the contents of the box will disappear. Without teamwork you will never be able to open the box!"*
- *To finish, you have to follow the clues very carefully, since that will depend on being able to get the content inside. The only way to achieve this is to discover the padlock code.*
- *Good luck, you'll need it!"*

# CHALLENGE 1

CROSSWORD - find the hidden words

1.Phone/Smartphone

2.Threat

3.Cyberbullying

4.Privacy

5.Internet

6.Allowed

The hidden word

7.Desk

# Alphabet soup/ CROSSWORD

## The basic risks

Y	K	T	H	R	E	A	T	V	U	H	C	E	O
E	M	D	L	C	O	P	V	Q	F	H	D	E	Q
B	E	K	G	J	W	Q	R	C	Q	J	O	Q	P
I	N	A	D	E	Q	U	A	T	E	E	H	U	O
C	Y	B	E	R	A	D	D	I	T	I	O	N	N
D	S	A	P	N	M	M	U	L	G	M	M	T	R
Q	D	D	P	M	G	M	P	F	T	J	X	B	U
I	A	D	B	A	S	U	V	O	V	B	G	D	A
N	P	E	N	K	O	J	T	I	Z	Z	D	D	C
M	U	J	A	O	C	N	I	L	O	M	I	W	N
R	G	R	O	O	M	I	N	G	B	U	V	G	M
G	R	E	H	K	J	W	D	D	A	D	L	U	A
D	X	M	U	U	E	O	P	R	I	V	A	C	Y
B	C	Y	B	E	R	B	U	L	L	Y	I	N	G

# CHALLENGE 1

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From the scattered letters they find, the children compose words like in the crossword puzzle (we have them prepared from the letters), including the word **DESK**.

**When the children solve the tasks, we start a conversation with them, in the context of the safe use of new technologies.**

**We try to include them in the discussion by asking the following questions:**

1. Phone / Smartphone - devices today very available in the world, also for children. Who among you has such a device? What is it for you?
2. Threat – there may be threats on the web directed at you, other people. Have you faced such threats ?..... Remember to inform PARENTS about such content

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**3.Cyberbullying** or virtual violence refers to the way in which the media (Internet, mobile telephony, websites and/or online video games) can promote violence and even apply it to different groups of people. Remember to be careful!

**4. Privacy-** what do you lose by sharing private information.? (name, address, phone number) . Do you have such experiences?

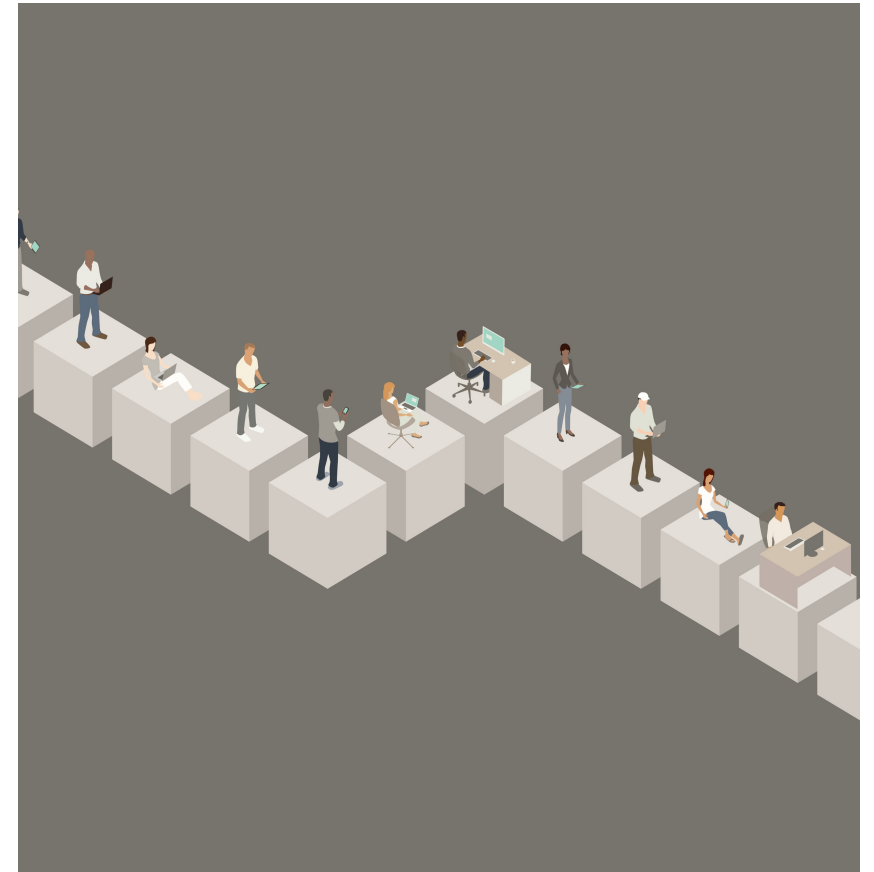
**5.Internet-** has endless possibilities. What are its good points in everyday life ?

**6. Allowed** – often there is the opposite content on the web, not allowed for children ? What – discussing the issue with children at the level of their knowledge.

**7.Hidden word : Desk**

At the end, we ask about a word that does not fit the topic and is included in the letters/crossword. That's the KEY word to the next riddle.

**DESK** - there will be (prepared in advance) another challenge, e.g. in envelopes







# INSTRUCTIONS Challenge 2

**DESK** – this is a place where you can hide, for example, cut PUZZLES in envelopes Prepare the boards ( pattern below ) and cut out the pictures ( without the top inscriptions ! ) .

## THE CHILDREN QUESTIONS :

- WHERE DO I USE DIGITAL DEVICES SAFELY? ( important to discuss solitary use, hidden and in your own room )
- WHEN SHOULD I NOT USE THE DEVICES?
- ASK THE CHILDREN ABOUT THEIR DAILY CHORES.

## IMPORTANT:

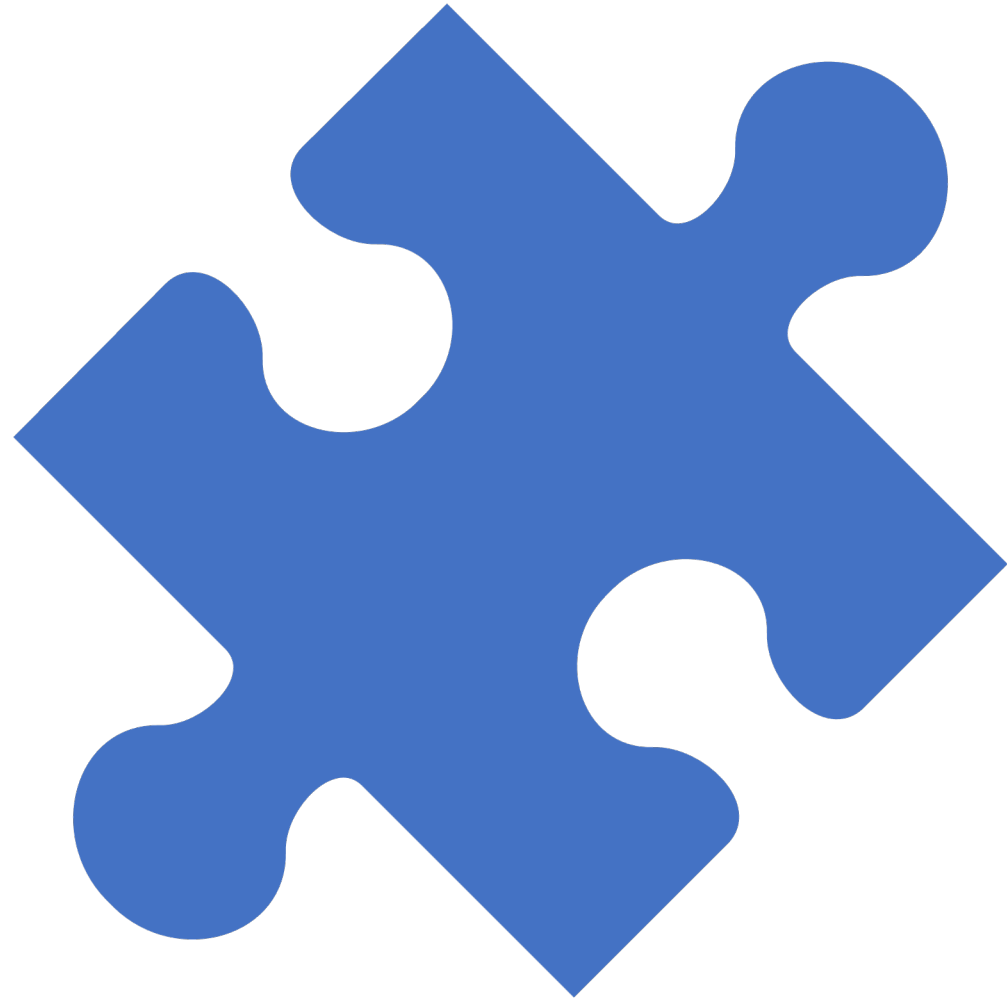
Before you cut the pages, put the inscription **BOARD** on the back of the page – it will be a clue to the final task Tell them that the word for the next clue is on the back of the puzzle.

# CHALLENGE 2

## PUZZLE

Printable and cut-out puzzles. Remember on the second page of the printed puzzle, write:

**BLACKBOARD**



# Digital devices

## WHERE?

## WHEN?



In the living room



In my  
room



With adults



Unaccompanied

I have done:



During:





## INSTRUCTIONS

### Challenge 3

Prepare in advance on the board mathematical operations (appropriate for age) whose result, or individual results, will be the same as a padlock code.

**060**

## Challenge 3

Mathematical examples – code 060:

Younger  
children :

$$5-5=0$$

$$10-4=6$$

$$1-1=0$$

Older  
children:

$$33-33=0$$

$$100-40=60$$

At this point, it's a good idea to ask about the time..

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What does code 060 mean?

Maybe it's about time? ...

60 min is .....?

COMMENT:

One hour, or 60 minutes, is the time recommended for children of your age to use new technologies.

**It's good for them to keep that in mind 😊**

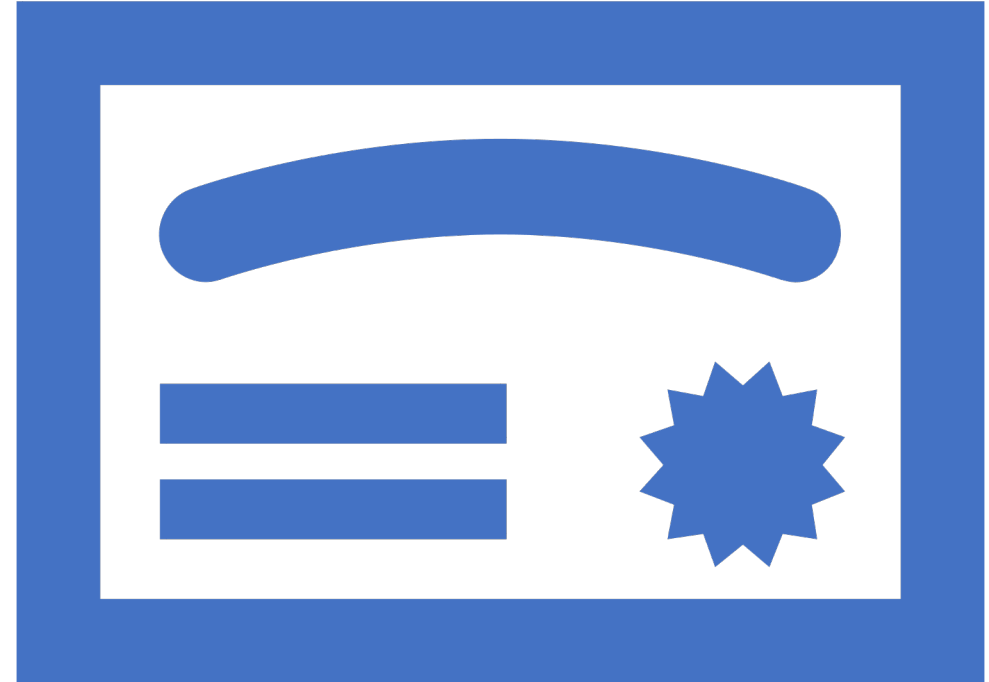


# END THE GAME!

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The final code for the padlock is 060. Inside the box you will find the "Certificate of Expert in the Sustainable Use of New Technologies".

With the code, children can open a previously prepared box. After handing out the certificates, sharing impressions in the class and summarizing the most important points.



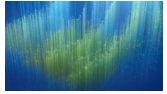
# Session 2

## Cultural Agenda

The activity consists of preparing a program with lots of activities for children in the city. The idea is to disseminate a cultural and leisure agenda that takes into account the interests of children. To this end, families will be encouraged to periodically share ideas with each other about possible activities to carry out with the children. A poster will then be made in which you can explore the different activities proposed to learn about the different options for leisure activities away from screens.

The idea is to encourage parents and children to work together and share them on the forum.





## Indications for Session 2

1

In the first meeting with the families, after sharing and working with them on the tutorial for families, the idea of collaborating in the creation of an alternative leisure agenda during the school year is built with the entire educational community in order to be shared.

2

To do this, families will be asked to collaborate in preparing it based on activities carried out as a family (family tutorial) or any other activity that promotes alternative, healthy and responsible use of leisure and play time.

3

The boys and girls, with the help of the teacher, will propose weekly activities on a bulletin board visible to the rest of educational community in the school.

# COMPLETION OF MODULE I

At the end of the module, the objectives of this module will be taken up again with students in the form of discussion groups. Some recommended questions to initiate reflection:

- Do you remember the main risks associated with new technologies?
- Have you done any new activities in your spare time, and if so, could you explain which ones you enjoyed the most?

# Certificate of expert in the sustainable use of new technologies

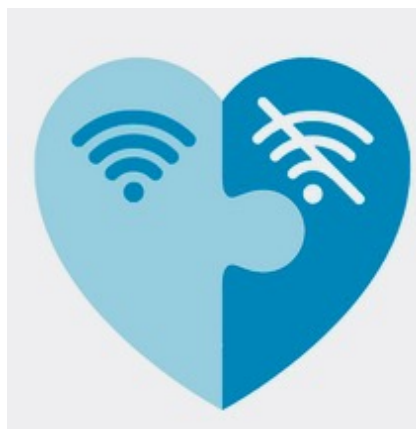
THIS DIPLOMA BELONGS TO:

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For having overcome all the challenges  
you are able to:

1. Know the risks related to the misuse of new technologies.
2. Find a sustainable use of new technologies, accompanied and without danger.
3. Enjoy the benefits of sustainable use





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

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