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# SAFE AND INCLUSIVE ONLINE LEARNING:

The Sophie Handbook for Schools

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# SAFE AND INCLUSIVE ONLINE LEARNING: THE SOPHIE HANDBOOK FOR SCHOOLS

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### SOPHIE Project Partners

- La Xixa (Spain): [www.laxixa.org](http://www.laxixa.org)
- FEP - L'Esperança (Spain): [www.escolaesperanca.cat](http://www.escolaesperanca.cat)
- Symplexis (Greece): [www.symplexis.eu](http://www.symplexis.eu)
- Interorthodox Centre of the Church of Greece (Greece): [www.intero.gr](http://www.intero.gr)
- CESIE (Italy): [www.cesie.org](http://www.cesie.org)
- ICCG (Italy): <https://www.istitutocomprensivocassara.edu.it/>
- OŠ Rudolfa Maistra Šentilj (Slovenia): [www.ossentilj.si](http://www.ossentilj.si)
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# Table of Contents

## 1. INTRODUCTORY TEXTS 6

1.1	The Sophie Project	6
1.2	The Sophie Method	10
1.3	The Sophie Handbook	14

## 2. IDENTIFYING AND ADDRESSING CHALLENGES OF ONLINE LEARNING 17

2.1	Challenges of online learning regarding inclusion and safety	17
2.1.1	Results of the interviews with school staff: questions & answers	21
2.1.2	Results of the interviews w/ families: questions & answers	30
2.1.3	Online learning and safety in Spain	39
2.1.4	Online learning and safety in Greece	47
2.1.5	Online learning and safety in Italy	44
2.1.6	Online learning and safety in Slovenia	51
2.2	Protocols for the identification of online learning difficulties	53
2.3	Strategies and guidelines to address online learning difficulties	56
2.4	Pedagogical and technical recommendations for primary school online learning platforms	59

## 3. BUILDING DIGITAL COMPETENCE AND RESILIENCE FOR INCLUSIVE AND SAFE ONLINE LEARNING 61

3.1	Sophie Activities	61
3.1.1	Introductory Activities	65
3.1.2	Digital Presence Activities	88
3.1.3	Evaluation Activities	126

## 4. SOPHIE PILOTING EXPERIENCES IN SPAIN, GREECE, ITALY AND SLOVENIA 134

- 4.1 Sophie theatre-based workshops  
for students 134
- 4.2 Training course for teachers and  
school staff 172
- 4.3 Training course for families 196

## 5. ACCOMPANYING SAFE AND INCLUSIVE ONLINE LEARNING FROM HOME 217

- 5.1 Resources and guidelines to  
improve school-home  
collaboration 222

## 6. CONCLUSION 223

## 7. BIBLIOGRAPHY 229

## 8. PARTHERS INFO 236

## 9. IMPRESSUM 241

## 10. ANNEX 242

# Table of Contents



# 1

# Introductory Texts

## 1.1

### The Sophie Project



**SOPHIE - “Safe and Inclusive Online Learning in Primary Education”** is an Erasmus+ project in the field of school education involving **8 partners in 4 countries**: La Xixa and Escola L’Esperança in Spain, Symplexis and the Interorthodox Centre of the Church of Greece in Greece, CESIE and Istituto Comprensivo Statale Cassarà-Guida in Italy, Inter-kulturo and OŠ Rudolfa Maistra Šentilj in Slovenia.

The **outbreak of Covid-19** has represented a drastic change in the way schools, students, and their families approach education. Once schools shut down, **teachers and school staff had to rethink teaching and start using online**

**platforms** through which online classes could be taught, homework assigned and carried out. However, **most teachers did not have enough training** to use digital means or were reluctant to adapt their methodologies to online learning. **Children needed help from their families** in order to be able to connect and carry out the required tasks, however, **not all families had the knowledge and time to be able to give the needed support. Others did not have access** to digital devices and the Internet. On the other hand, the situation of confinement meant a **lack of social interaction and participation in leisure activities**, with the consequence that **children spent much more time using**

smartphones, tablets, and computers, making it more evident and urgent to address children's digital safety and cyberbullying.

Through desk research and interviews with school staff and families, the SOPHIE consortium could detect the following needs:

- Initiatives need to be created so that **all families with children of school age can have access to the required digital devices and a good connection to the Internet.**
- **Easier and more accessible platforms** are needed in order to make online education more inclusive.
- **Digital training for teachers** is needed in order to make them more confident in the adaptation of their teaching methodologies to the online environment.
- **Digital training for families** is needed for them to be able to support their children engaging in online learning.
- Awareness must be raised around the **risks connected to the use of the Internet**, and methodologies must be created to **prepare teachers, families,**

**and children to recognize and respond to those existing risks.**

- **Collaboration between schools and families must be improved.**

In response to those needs, SOPHIE aims to tackle early school leaving and **foster digital inclusion, resilience, and safety** among students, **by promoting inclusive and safe access to online learning, and actively involving teachers, educators, and families.**

Its **objectives** are to provide the school community (teachers, families, and students) with **guidelines, tools, and strategies to:**

- **Recognize and safely and critically address the risks connected to the use of the Internet, with particular attention to cyberbullying.**
- **Detect difficulties** that students might be experiencing in terms of access and in the online learning environment **and address them adequately.**
- **Generate tools for teachers and families to support, accompany, and guide students during their online learning.**



This was made possible by the joint work of all project partners and the implementation of the following activities carried out at the national and European levels:

1



**“Learn to learn in safe digital environments”**, a 20-hour theatre-based workshop for students which took place in each partner country to understand students’ needs and concerns around the online learning and digital life, help them develop the necessary skills to recognize and address the risks connected to the use of the Internet and become responsible, healthy, and safe digital citizens, avoiding participating in cyberbullying.

2

**“Safe and inclusive online learning for students”**, a 10-hour training course for teachers and school staff which took place in each partner country to share and learn new strategies to detect students’ difficulties in online education and subsequently support, accompany, and guide them in the use of digital devices and platforms, in order to make online education more effective and inclusive.



3



**“Safe and inclusive online learning from home”**, a 10-hour training course for families that took place in each partner country to share and learn new strategies to detect difficulties that children encounter online and support, accompany, and enable them to recognize and address the risks connected to the use of the Internet, with special attention to cyberbullying.





## 1.2

# The Sophie Method

The SOPHIE method brings together various methodologies such as **Theatre of the Oppressed, Participatory Action Research, and Process Work, applied to Critical media literacy and digital resilience.**

### → Theatre Of the Oppressed

The **Theatre of the Oppressed** was developed in the 1970s by the Brazilian playwright **Augusto Boal**, and it has been one of the main tools for participatory communication and popular education movements in Latin America. The Theatre of the Oppressed is a political theatre, a collective essay of emancipation. Based on the epistemology of the Pedagogy of the Oppressed, the Theatre of the Oppressed uses theatrical games that help de-mechanize our perceptions, making us aware of our cultural filters and belief systems by making explicit and collectivising our own conflicts and experiences. The **collectivisation of individual problems**, and subsequent extrapolation to a group history, allows us to **look for collective alternatives** to situations that are often difficult to solve from an individual position.

The **Forum Theatre** is the main tool used within the Theatre of the Oppressed and it is based on staging and performing a

conflict which the audience is invited to “solve” by proposing and acting alternatives. Forum Theatre is a powerful tool to rehearse real-life situations and conflicts, helping us to give them visibility, recognise, discuss, and confront them. The structure of Forum Theatre is based on presenting a short play, which is stopped at the moment of maximum conflict. At this point, the facilitator (Curinga or Joker) stops the play and invites the audience to join the debate and go on stage to replace the protagonists in order to change the situation. The situation is reinterpreted as many times as the audience’s many interventions. Each alternative suggestion is debated and analysed in order to determine its viability<sup>1</sup>.

### → Participatory Action Research

**Participatory Action Research** is a research approach that aligns with the principles of Paulo Freire’s popular education. Freire believed that education should be a process of critical inquiry and dialogue and that it should involve the active participation of learners in the construction of knowledge. Similarly, Participatory Action Research emphasises the collaboration between researchers and community members to address issues of social justice and promote social change.

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1 Fernández-Aballí Altamirano, A. (2014). Searching for horizontality: key variable and converging methodologies in the “art d kambí” project. A proposal for the creation of glocal participatory communication projects. *IC. Revista Científica de Información y Comunicación*, 11. E-ISSN: 2173-1071. pp.103-143. Retrieved from: [https://ipena44.files.wordpress.com/2014/12/fernandez\\_aballi\\_selecta.pdf](https://ipena44.files.wordpress.com/2014/12/fernandez_aballi_selecta.pdf)

According to **Paulo Freire's Popular Education**:

- A. All agents are capable of teaching and learning.
- B. All agents own some knowledge.
- C. All agents are subject and never object to the process.
- D. All agents have the same right to speak and be heard.
- E. All agents have the same right to propose problems, options, contents, and solutions.

Participatory Action Research is a process that involves **collective inquiry, reflection, and action**, and that prioritises the knowledge and experiences of those most impacted by the issue being studied. Through this process, community members become co-researchers and active agents in the transformation of their own lives.

Participatory Action Research and Popular Education share a commitment to the **democratisation of knowledge and power**. Both approaches seek to challenge existing power structures and empower those who have been historically marginalised. By involving community members in every stage of the research process, from problem identification to solution implementation, Participatory Action Research creates a space for critical reflection and collective action. This collaboration can lead to more meaningful and sustainable outcomes than traditional research approaches, and it can help to build a sense of community ownership and agency over the research process and its outcomes<sup>2</sup>.

## → Process Work

**Process Work** or **Process Oriented Psychology** provides a model that integrates and uses contributions from various disciplines to **facilitate transformation and growth** both individually and collectively. Its methodology is applied in different areas: community and organisational development, training in diversity and leadership, individual and family psychotherapy, relationship consulting, and group facilitation.

Process Work focuses mainly on developing a state of **consciousness**; that is, helping people and groups realise how they perceive and live their experiences, learning to change their approach, and discovering information that they do not notice or marginalise, and that limits their ability to respond. Much of the information we need to transform and grow is not perceived because it challenges our ordinary consciousness. Without realising it, we marginalise certain aspects of our daily experience: emotions, desires, dreams, intuitions, fantasies, moods, etc., because they are in conflict with our basic belief system or with the dominant culture to which we belong. Therefore, we do not allow ourselves to hear or talk about experiences that are out of the range of our ordinary consciousness and to be able to perceive signals and information from a non-ordinary reality. Process Work teaches us to connect with our deeper selves and learn to flow creatively in the midst of extreme circumstances. Process Work uses several tools, such as **Open Forums**,

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2 Fernández-Aballí Altamirano, A. (2020). The Importance of Paulo Freire to Communication for Development and Social Change. In: Servaes, J. (eds) Handbook of Communication for Development and Social Change. Springer. Retrieved from: [https://doi.org/10.1007/978-981-15-2014-3\\_76](https://doi.org/10.1007/978-981-15-2014-3_76)

## Group Facilitation and Forum Oriented Processes<sup>3</sup>.

### → Critical Media Literacy And Digital Resilience

**Critical media literacy and digital resilience** are two concepts that are closely related and are essential in today's digital age. They both refer to **understanding, analysing, and engaging with media**, particularly digital media, **in a critical and informed manner**.

**Critical media literacy** refers to the ability to **access, analyse** (deconstructing media messages to understand their intended and unintended meanings, as well as identifying the techniques used to convey those messages), **evaluate** (fact-checking, distinguishing between credible and unreliable sources, and interpreting media effectively), **and create media content responsibly**. It involves a set of skills and knowledge that enable individuals to **understand the impact of media on society, culture, politics, and personal lives**, being aware of how media can perpetuate or challenge power structures, cultural norms, and biases while promoting **digital citizenship**<sup>4</sup>.

On the other hand, the definition of **digital resilience** refers to the ability to **withstand and adapt to the challenges and risks**

**of the Internet**. It involves being aware of online threats, being able to protect one's digital identity and privacy, and effectively managing online interactions. Hence, it includes **online safety** (being aware of potential online threats, such as phishing, cyberbullying, identity theft, and scams, and taking steps to protect oneself from them), **digital privacy** (understanding the importance of protecting personal information and using tools and practices to do so), **cybersecurity** (having the knowledge to defend oneself against digital threats, like malware and hacking attempts), **emotional well-being** (developing the ability to manage online interactions and social media in a way that preserves and promotes mental and emotional health)<sup>5</sup>.

In this matter, it is important to highlight that the **methodological approach** needed to foster critical media literacy and digital resilience should be based on **needs assessment** (defining which are the difficulties and risks encountered by the target group), **comprehensive age-appropriate digital curriculum, interactive and experiential learning that promotes empowerment, collective solution finding and support, and feedback**<sup>6</sup>.

Additionally, research from KU Leuven's Joyce Vissenberg and Professor Leen d'Haenens and LSE's Professor Sonia

3 Trabajo de Procesos. (2022, September 19). Trabajo De Procesos. <https://www.trabajodeprocesos.net/es/>

4 JFF, World Education & Safal Partners. (2022). Putting Digital Literacy and Digital Resilience into Frame. Retrieved from: <https://worlded.org/putting-digital-literacy-and-digital-resilience-into-frame/>

5 *Idem*

6 Scholarly Community Encyclopedia. (2022). Developing Resilience to Disinformation through Media Literacy Programs. Retrieved from: <https://encyclopedia.pub/entry/22918>

Livingstone highlight the **interrelationship between personal well-being and negative online experiences: rather than overprotecting young people from exposure to risky online situations,**

**energies should be focused on teaching them the tools to be able to recognize and overcome risky episodes, while avoiding their perpetuation<sup>7</sup>.**



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7 Vissenberg J., d'Haenens L., Livingstone S. (2022). What do we know about the roles of digital literacy and online resilience in fostering young people's wellbeing?. Retrieved from <https://blogs.lse.ac.uk/medialse/2022/04/26/what-do-we-know-about-the-roles-of-digital-literacy-and-online-resilience-in-fostering-young-peoples-wellbeing/>

## 1.3

# The Sophie Handbook

### → What is it?

“Safe and Inclusive Online Learning: The Sophie Handbook for Schools” aims to respond to two urgent needs in an intersected manner:

1. **Promoting inclusive and safe access of students to online learning.**
2. **Actively involving teachers, school staff and families in ensuring students’ safe digital learning.**

It includes:

- An **introductory text** that provides information on the SOPHIE project and its methodological approach.
- A **chapter dedicated to identifying** (through protocols) **and addressing** (through innovative strategies, guidelines, and recommendations) the **challenges determined by online learning** in terms of inclusion and safety.
- A chapter including the **learning path and activities** carried out by the consortium during the pilot training courses with students, school staff and families, together with the **experiences of each country.**
- A chapter that collects **resources and guidelines for families and school-home collaboration.**
- An annex including **12 best practices on digital inclusion and safety in online learning and 8 best practices on the use of online learning platforms and online learning environments.**



### → Who Is This Handbook For?

The handbook is directly targeted to primary and secondary school teachers and staff, to provide them with the **necessary tools to be able to work with students and their families.**

Anyone can use this handbook, and **get inspired by its content and activities**, which can be **adapted to different needs** and contexts as well as serve as inspiration to create new ones.

### → What will you learn by reading the handbook and carrying out the activities described?

The **objective** of the SOPHIE handbook is to **support teachers and school staff** and provide them **tools to promote inclusive and safe online learning** to their students, **while also guiding them in the use of digital devices and the Internet in their**



**leisure time** so that they **avoid engaging in dangerous behaviours** such as gambling and cyberbullying, while building a **closer collaboration with families**.

Reading the SOPHIE handbook, the reader will learn new strategies and tools to:

- **Recognize and safely and critically address the risks connected to the use of the Internet**, with particular attention to cyberbullying.
- **Detect difficulties** that students might be experiencing in terms of access and in the online learning environment **and address them adequately**.
- **Support, accompany, and guide students** during their online learning.

→ **What should I take into account when planning my workshop?**

Before carrying out the activities described, we recommend you carefully read the rest of the handbook to fully understand the **framework and approach** on the basis on which the activities were created and tested.

While carrying out the activities, it is important to take into account the **number of participants, their background, and language skills**, together with their **needs and expectations**.

→ **Do I have to follow a specific order of activities?**

When carrying out the activities you will find in this handbook, there is no need to follow the order provided, but to be aware of their scope. In fact, you will find get-to-know-each-other, team-building activities and energizers which you can use at different stages of the training/workshop, and more specific activities related to online learning and digital presence that you can mix and match depending on your needs and objectives. It can be helpful to have a look at the different learning paths carried out in each country and see if any of them apply to your case. In the description of each activity, you will also find information about the target group/s that each activity was designed for or tested with.

## → Sophie Workshops and Training Sessions Structure

A set of aspects to be taken into account when carrying out a workshop/training are:

**1** **Opening and closing rituals** are important for a positive and fruitful group dynamic, as they enhance group cohesion, presence, sense of belonging, safety, and comfort. These types of rituals are usually short routines that do not take more than five minutes at the beginning and a couple of minutes at the end.

**Opening rituals** can include:

- Listening to a song suggested by participants and combining it with dancing, free movement, and/or stretching to get the participants warmed up.
- Self-massage and breathing exercises.
- One-word circles for participants to share how they feel.
- Energy thermometer asking participants to stand in an imaginary line on the floor, where one side is “no energy at all”, and the other side is “full of energy”, according to how they feel.

**Closing rituals** can include:

- Repeating the one-word circle or the energy thermometer.
- Short group cheer.

Whatever rituals are chosen, it is important that the facilitator participates actively and that they are consistent.

**2** The **training sessions** should always include ice-breakers and energizers to be implemented at the beginning of the session and at any time when the energy of the group goes down or topics change.

**3** After carrying out each activity, it is important to assess how participants feel. The following questions can be used for this purpose:

- What was difficult?
- What was easy?
- What did you like?
- Is there anything that you did not like or made you uncomfortable?
- Did you discover anything new?



# 2

## Identifying and addressing challenges of online learning

### 2.1

#### Challenges of online learning regarding inclusion and safety

The outbreak of **Covid-19** in the first months of 2020 and the consequent measures taken by most governments around the world, and specifically in Europe, have represented a **drastic change in the way schools, students and their families approached education**. Suddenly, **teachers had to completely rethink teaching**: they had to **start using online platforms** through which online classes could be taught, homework assigned and carried out. **Most teachers did not have enough training** to use digital means **or were reluctant** to

adapt their methodologies to online learning. On the other side, **younger children often needed the help of their families** to be able to connect and carry on the required tasks, however, **not all families had the knowledge and time to be able to give the needed support**, and many of those experiencing difficult situations **did not have access to computers and the Internet**. In many countries, governments came up with initiatives to help students and families in vulnerable situations, but solutions did not always arrive promptly.

According to **UNESCO**, during the pandemic, 1.6 billion children in 195 countries worldwide could not use their classrooms, corresponding to 60% of the student population<sup>8</sup>. To support continuity in education, the **European Commission**

listed a range of online platforms available for schools<sup>9</sup>. A UNESCO survey of national educational systems undertaken in 61 countries concluded that most education systems implemented measures in favour of online learning<sup>10</sup>. However, before the crisis, only 20% of countries had digital learning resources in teaching, but only in some schools, and according to the **World Bank**, no country has up to now a universal digital curriculum for teaching and learning<sup>11</sup>.

According to the **World Economic Forum**:

- There is a **need to accelerate innovation within the education field**. New applications, platforms,

and resources should be developed to help families, teachers, and schools to facilitate students' learning.

- **Cross-industry cooperation** around a common educational goal should grow in importance.
- The shift towards online learning widens inequalities given by the **digital divide**, as the quality of education depends on access to the Internet, devices, and the required skills to use them<sup>12</sup>.

On the other hand, the situation of confinement experienced in most countries meant a **lack of social interaction and participation in leisure activities**, with



8 UNESCO. Education: From disruption to recovery. Retrieved from: <https://en.unesco.org/covid19/educationresponse>

9 European Commission. Coronavirus: online learning resources. Retrieved from: [https://ec.europa.eu/education/resources-and-tools/coronavirus-online-learning-resources\\_en](https://ec.europa.eu/education/resources-and-tools/coronavirus-online-learning-resources_en)

10 UNESCO. (2020-2022). UNESCO survey highlights measures taken by countries to limit impact of COVID-19 school closure. Retrieved from: <https://covid19.uis.unesco.org/school-closures-survey/>

11 Data.europa.eu - The official Portal for European data. (2020). Education during COVID-19; moving towards e-learning. Retrieved from: <https://data.europa.eu/en/impact-studies/covid-19/education-during-covid-19-moving-towards-e-learning>

12 *Idem*

the consequence that **children spent much more time in front of smartphones, tablets, and computers**, and up to now the use of those devices and the Internet does not seem to have downgraded. Both online learning and the use of apps to talk to peers, play, and watch videos made it more **evident and urgent to face children's digital safety**.

These results highlight the **evolving challenges of online education**, the **persistence of the digital divide**, and the **urgent need for effective measures to improve online safety and address**

**issues such as cyberbullying and exposure to inappropriate content** among children and adolescents.

In order to detect the challenges of online learning that affect inclusion and safety in the partner countries and that have a direct impact on the students, families, and school staff with whom we worked during the implementation of the SOPHIE project, we conducted a **survey** and collected the answers of **90 teachers** (38 in Italy, 10 in Greece, 15 in Slovenia and 27 in Spain) and **69 families** (14 in Italy, 17 in Greece, 24 in Slovenia and 14 in Spain).



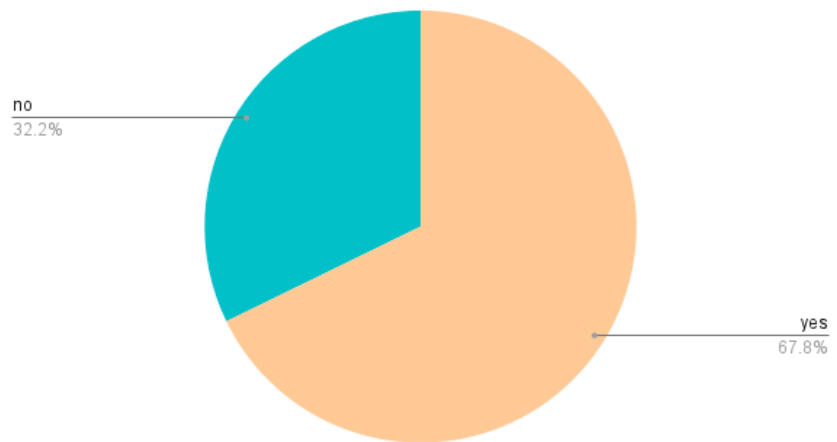


## 2.1.1

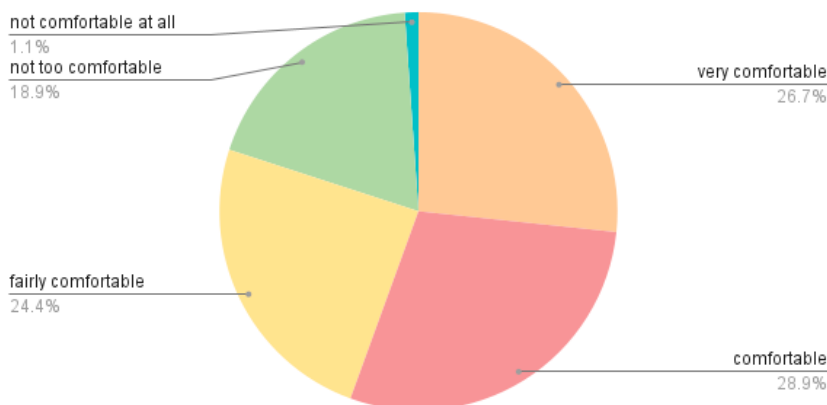
### Results of the interviews with school staff: questions and answers

School staff and teachers were asked if they had received some kind of **training on digital tools and platforms**, **61** respondents answered positively.

Have you received training on digital tools and platforms?



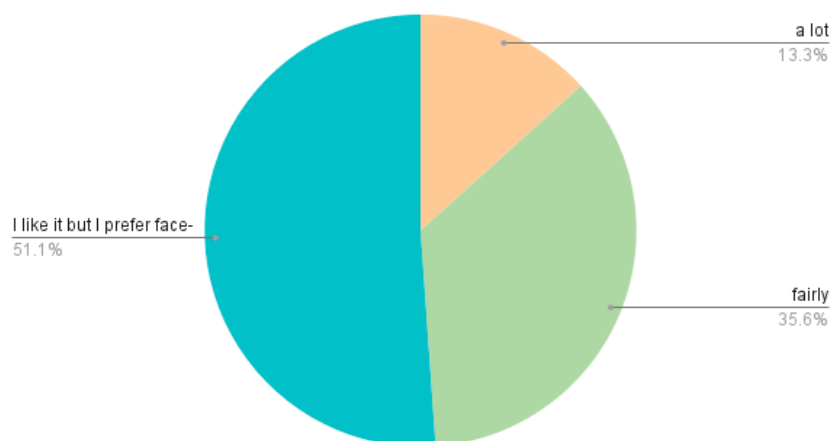
How comfortable are you with technology and using online platforms for teaching ?



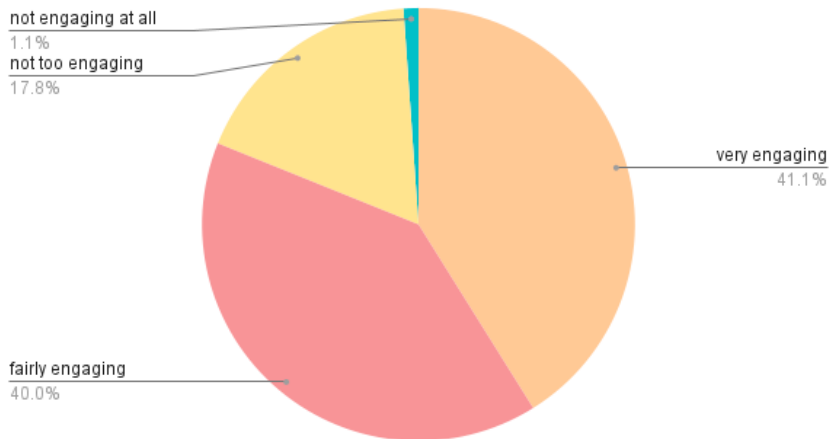
Among the teachers who participated in the survey, **24** declared to be **very comfortable with technology and using online platforms for teaching**, **26** comfortable, **22** fairly comfortable, **17** not too comfortable and **1** not comfortable at all.

When asked how much they **enjoy using online platforms for teaching**, **12** respondents answered **a lot**, **32** said that they **enjoy it fairly** and **46** stated that they like using online platforms in their job although they **prefer face-to-face teaching**.

How much do you enjoy online platforms for teaching?



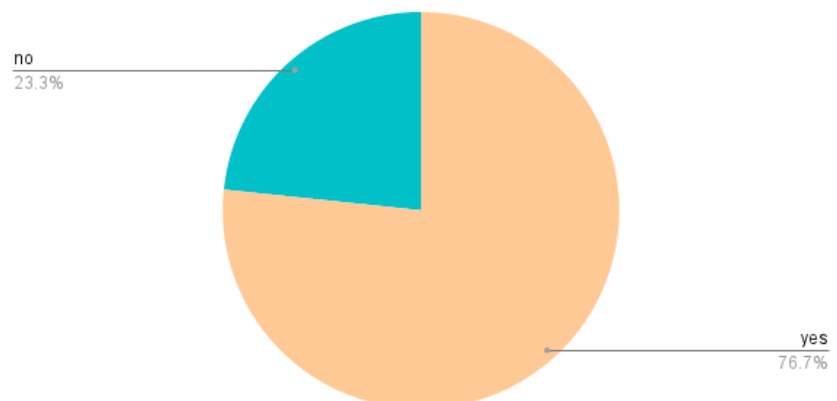
### How much do you feel online learning is engaging for students?



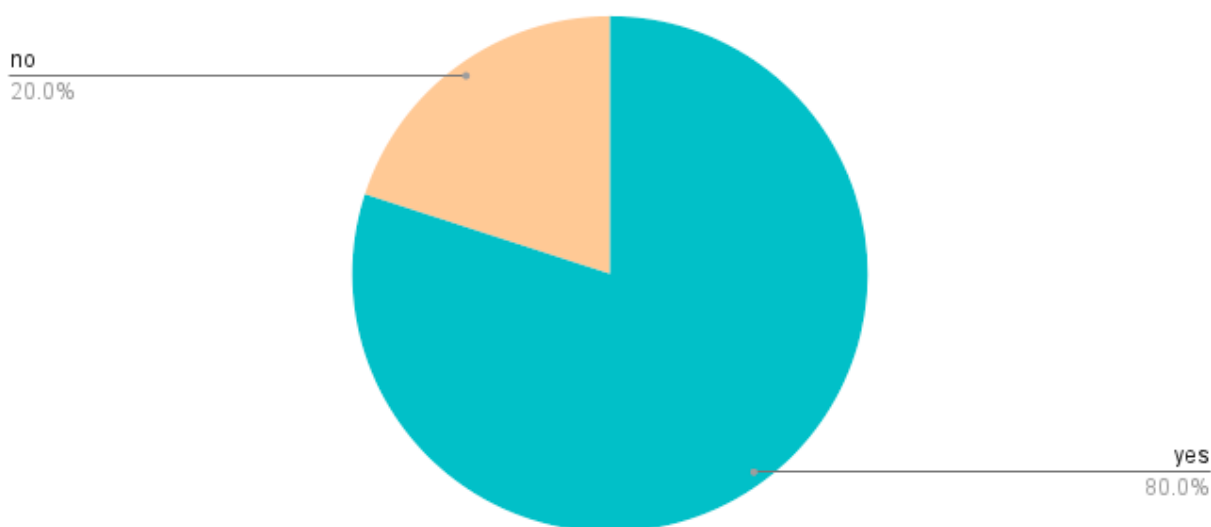
They were then asked **how much they believe that online learning is engaging for students.** **37** teachers believe that online learning is **very engaging**, **36** that it is **fairly engaging**, **16** that it is **not too engaging** and **1** that it is **not engaging at all**.

Being asked if they had ever faced **technical or connectivity issues** during online teaching, **21** respondents said they **had not**, while **the majority had mainly connection problems** that were solved by using cell phone data and/or contacting technical help or difficulties given by the **lack of knowledge** to use certain platforms, that were managed with the help of other colleagues or by changing platform.

### Have you faced any technical or connectivity issues while teaching online?



In your experience, is there any differences in student motivation or behavior in the online environment compared to face-to-face classes?



Teachers were then asked if they **had noticed a change in their students' motivation or behaviour in the online environment** compared to face-to-face classes: **18 respondents said no, while 72 consider that there are differences** in students' motivation and behaviour between online and face-to-face classes. Some of them consider that they are initially more motivated in online learning but once they encounter a difficulty they disconnect and get more easily distracted by social media; others consider that there are students who gain motivation in the online environment as they are more at ease and do not feel peer pressure, they are interested in using digital devices or they simply do not get distracted by other students.

Following the survey, teachers were asked about the **strategies that they use to create a positive and inclusive online learning environment for their students**. Some of their answers were:

*"I try to attract their attention based on common interests. Watching videos, interactive brainstorming etc."*

*"Collaborative group learning, promoting cooperative working, problem-solving in groups, whole class discussion."*

*"I try to have a variety of forms of material and activities."*

*"Diversifying the various media used according to the needs of the students"*

*"Define clear rules for behaviour, participation, and communication. Make everyone feel included and participative. Answer questions from all students. Use different teaching materials and languages, such as videos, audio images, text, and recordings and especially alternative tutorial materials and teaching videos. etc. I encourage participation through discussions. I adapt teaching to the different cognitive needs of the class."*

Teachers were then asked **how they provide feedback and support to students during online learning**. Some of their answers were:

*"Through the school platform"*

*"Through personalised messages"*

*"Online classroom discussion, feedback on assignments"*

*"Use of chats, platform boards, sharing of materials..."*

*"Verbal rewards, use of icons, sending individual and group messages."*

*"They receive feedback as soon as they have completed a quiz or form. Sometimes they receive feedback by email."*

*"During online learning, I am available for questions and I try to answer them in an up-to-date manner. I review all submissions and write feedback to the learners."*

*"Through feedback during the lesson, evaluation grids and self-assessment for any in-depth papers, final score in the case of quizzes or gaming."*

*"I try to involve them and give them the opportunity to co-design the learning process."*



Regarding their **concerns in relation to online teaching/learning**, the respondents commented the following:

*"Lack of resources"*

*"The disconnection of many students due to the fact that they may be playing at the same time"*

*"That while we use electronic devices we make the correct use of them and do not enter into other internet spaces with risk or games."*

*"Not being able to detect their problems earlier."*

*"Decreased social interaction"*

*"Lack of emotional involvement"*

*"No relationship is "built" between teacher and class, communication mediated by a screen and even without the possibility of visual contact degrades the educational process and has questionable results."*

*"The privacy of participants and whether all children have: a) access to the internet and b) the necessary equipment."*

*"The lack of necessary attention from students, and the loss of 'control' of the class (who is doing what, how much attention, whether they are performing tasks on their own without other kinds of help, etc.)"*

*"Surely the fact that students could spend too much time in front of a computer or a mobile phone."*

Teachers were also asked **what worries them the most about students' online presence**:

*"Risk of addiction"*

*"Lack of awareness of the risk to which they are exposed through certain actions."*

*"The protection of their personal data."*

*"The time they spend online contributes to the sharp decrease of their attention span."*

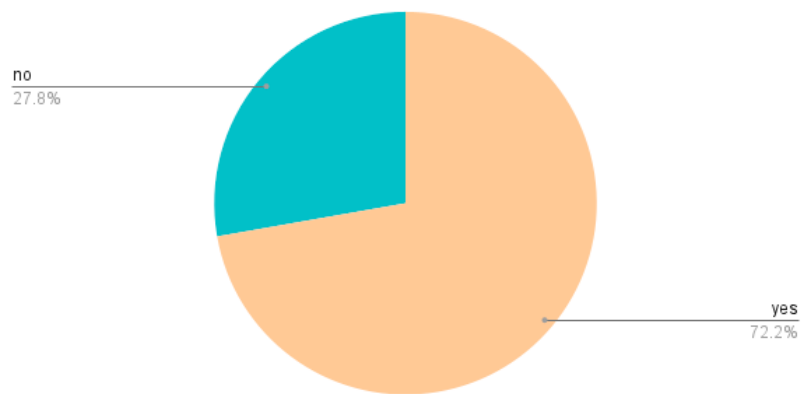
*"Not being able to recognize fake news."*

*"That they do not know how to use sources well, that they use the Internet for the wrong purposes, cyberbullying, the poor ability to discern between reality and fiction."*

*"Security and access to age-appropriate content."*

When asked if they have noticed any **difference in the use that their students do of digital devices and the Internet after the pandemic**, 25 respondents answered **negatively**, while the remaining **65 consider that children now use digital devices and the Internet more extensively**.

Have you noticed any difference in the use that your students do of digital devices and the Internet after the pandemic?





Regarding the **role that parents and caregivers play in promoting digital inclusion and safety for their children**, the respondents considered:

*"Huge. Parents are the ones who allow them to use digital devices, or not. When they do allow it, they must make sure it is safe."*

*"Parents play a critical role in promoting online safety for their children. In other words, warn them of potential risks such as cyberbullying and pornography. A parent should establish clear rules on the use of social networks, such as hours of use and access only to appropriate sites through parental control and protection filters, and should occasionally check them when they are in their room."*

*"Parents must be the main role models for their children. They need to be educated about online safety. Maintain a constructive dialogue with their children and educate them in the critical and responsible use of devices."*

*"Their role is fundamental. Young people should be followed, guided and monitored by adults in the use of the Internet to be aware of the risks of the web."*

*"Support the school's line of conduct, set rules for the use of the computer"*

*"Fundamental, because the work done in class in terms of promoting inclusion and safety online should be pursued at home with families."*

Towards the end of the survey, the respondents were asked about the **strategies they use to protect student's information and ensure their online privacy**. Some of the answers are listed below:

*"To protect the privacy of students it is necessary to be well-informed about privacy laws, make sure that students have signed the informed consent for data collection. Avoid using platforms that are not in the "Edu-Education" or "G-Suite" package and limit access only to students from the school. Use security tools such as firewalls, anti-malware and antivirus programs where possible."*

*"I only allow them access to the school's corporate account, and do not give them permission to access from another account"*

*"Reflections with them on how they should set up their personal accounts (private and not public) to make them aware of the dangers of the networks."*

*"I always make them delete or disconnect personal information that may have been left on the computer."*

*"I tell them not to use their full name and not to give their date of birth, home address, etc. I recommend that they use different passwords for different websites."*

Last but surely not least, teachers and school staff were asked if there were any specific **improvements or changes they would like to see in online learning.**

*“Training for teachers to know how to manage it and talks/activities with students to awaken the spirit of criticism and become aware of what all this involves.”*

*“Eliminate the idea that all digital experience is positive. It is necessary to carry out previous work and select the TIC tool well so that it adapts to the age and needs of the group.”*

*“We must fight against the huge inequality of resources that we find in the classroom. There are many families who lack sufficient economic or cultural resources to meet the challenges posed by virtual learning.”*

*“To have improvements in online learning experiences it is necessary to have a fast and secure Internet connection for everyone.”*

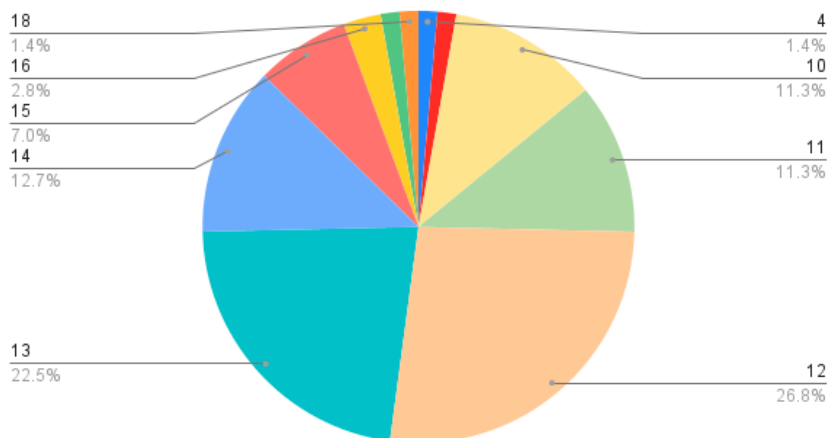
*“Universal access to educational materials, including digital books, regardless of financial resources. Supply of digital devices accessible as tablets. Technological training for the effective use of online resources. Well-structured and intuitive learning platforms that are easy to use. More resources and more training to avoid disproportionate use of devices.”*

## 2.1.2

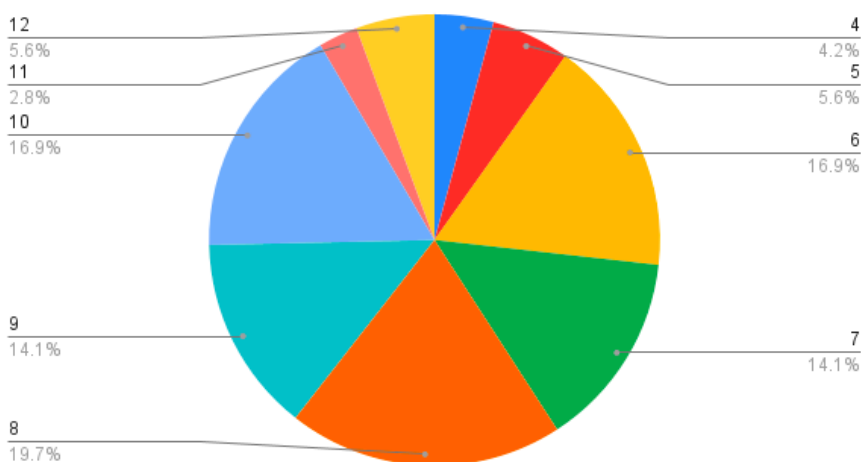
### Results of the interviews with families: questions and answers

The first question was related to the **age of the respondents' child/children**, with the resulting average age being **12.5**.

How old is your child?



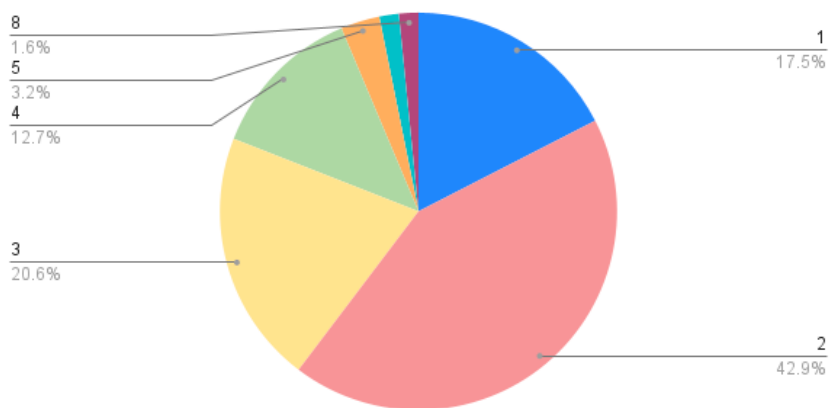
At what age did your child start using digital devices?



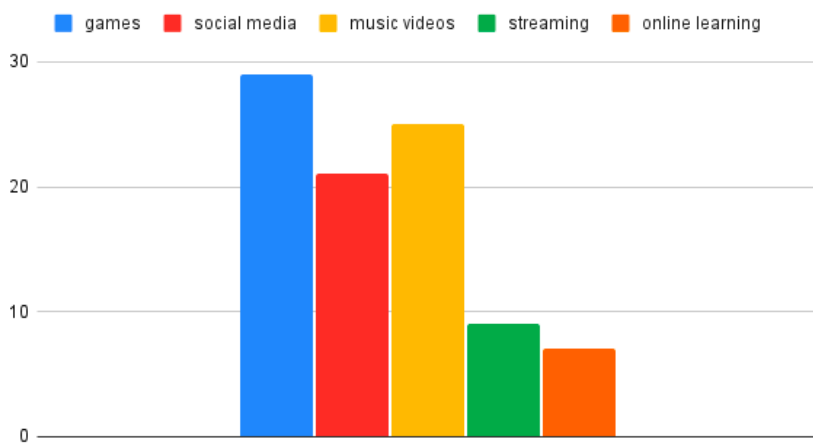
Parents were asked **at what age their child started using digital devices** (phones, tablets, computers), with the resulting **average age being 8**. An interesting finding is that those children who had access to digital devices at a later age (11 and 12) were those who were between 15 and 17 at the moment of the survey, while younger children were exposed to this type of technology earlier on, specifically between 4 and 10, possibly also because of the pandemic.

Following the survey, families were asked about the **time that they think their children spend on the Internet**, with the average answer being **between 2 and 3 hours**.

On average, how many hours a day does your child spend on the Internet?



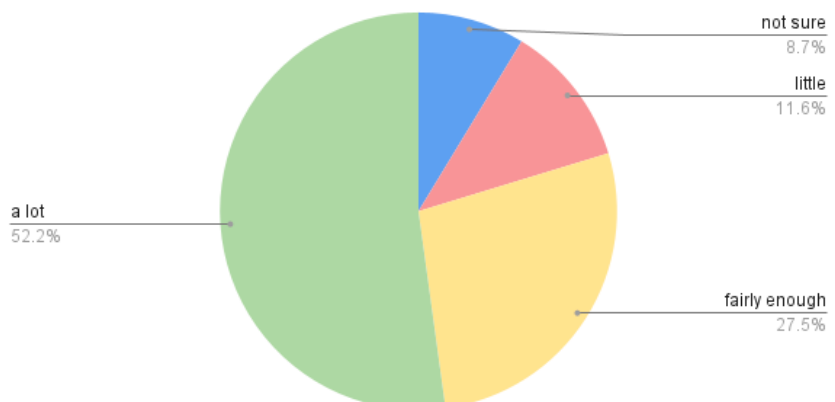
What type of online activities does your child engage in?



They were then asked about the **type of activities** that their children engage in: **29** families mentioned **online games**, **21 social media** (mainly *Instagram, TikTok, Facebook, and Snapchat*), **25 music videos** on *Youtube*, **9 series and movies in streaming**, and **7** mentioned **online learning**.

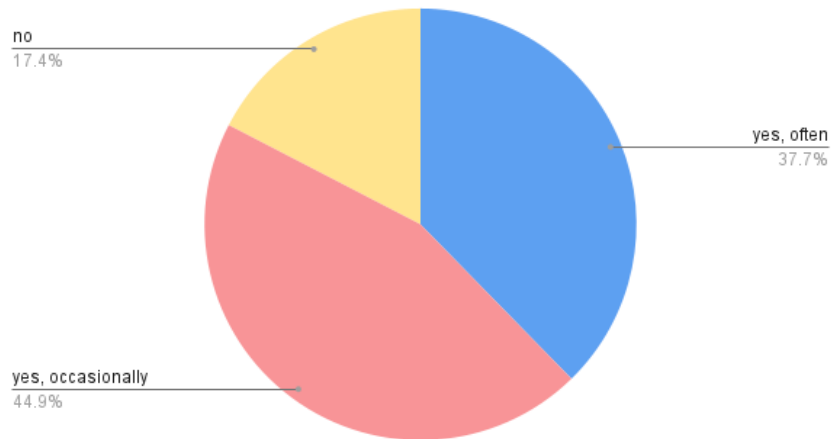
Families were subsequently asked **how much they knew about the apps used by their children**, with the **majority** considering that they are **well-informed** and that parental control helps them be aware of their children's use of the Internet.

How much do you know about the apps and websites that your child uses?



To the question **if they had ever talked to their children about Internet safety**, 57 of the 69 respondents **answered positively**. Among those, 26 say that they discuss this topic often or very often, while the others do it occasionally or on special occasions when something related to Internet safety appears in the news or at school.

Have you talked to your child about Internet safety?



They were also asked about **what they found difficult about this kind of conversation**; some of the answers were:

*"I don't know how to start and how to conduct such a discussion."*

*"As parents we are not properly trained to discuss these issues."*

*"Some issues, such as pornography, are difficult to approach properly."*

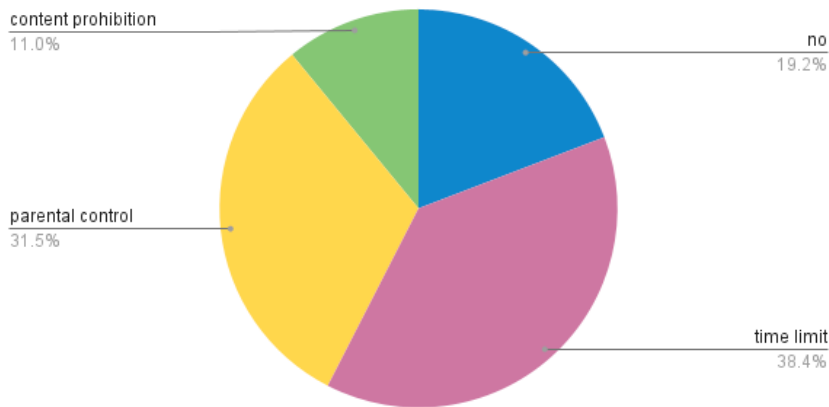
*"More than finding it difficult, I am afraid of not being able to give her the tools or support necessary to defend her from risks."*

*"Children tend to believe that parents overestimate risks."*

*"Being able to convey information about risks without creating anxiety or distress."*



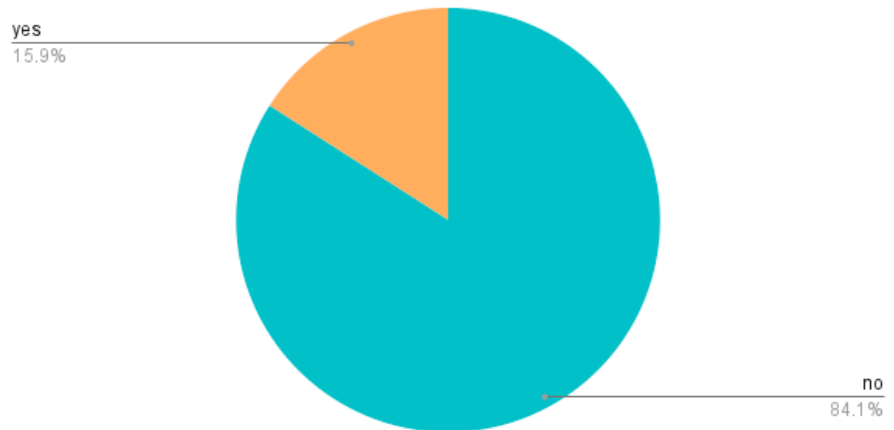
Have you set any rules or guidelines for your child's internet use?



Regarding the **rules or guidelines set for the use of the Internet**, **14** respondents stated that they have not set **any rules**, **28** that they have established a **time limit** for the use of digital devices and the Internet that their children need to respect, **23** that they use **parental control** to check what their children access online and **8** stated that they have **prohibited the use of certain apps or visiting certain websites**.

When asked if they have had any **negative experiences or incidents related to their children's online presence**, **58** said **no**. The most recurrent incidents registered by the rest of the parents were: finding out that their children were chatting with or being contacted by **strangers** and being exposed to **inappropriate content**.

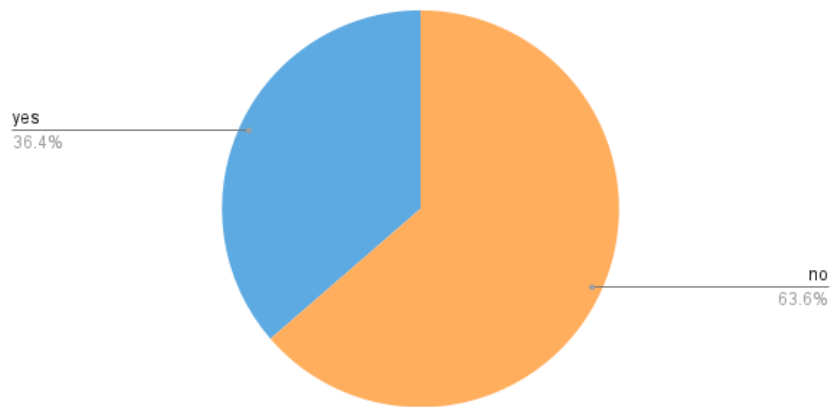
Have you had any negative experiences or incidents related to your child's online presence?



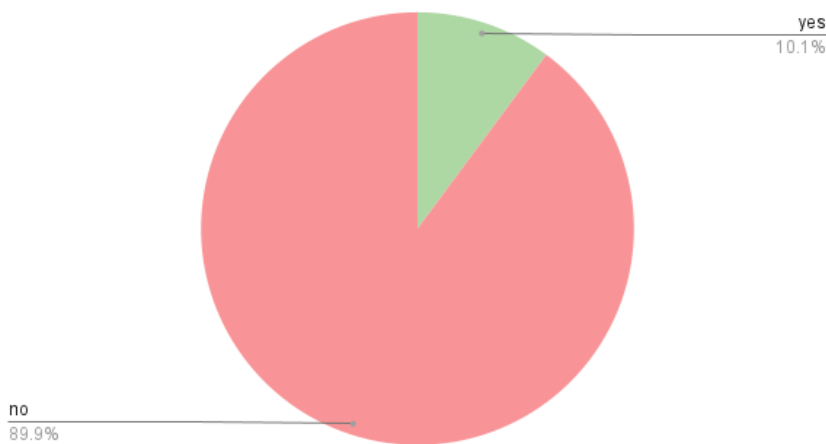


In the following question, we asked if they worry about the **long-term effects of their children's online presence**. **36** respondents answered **yes**, while **63** said **no**. Those who answered positively worry mostly about their **socialisation, cyberbullying, mental health, their academic future, and work life**.

Do you worry about the long-term effects of your child's online presence?



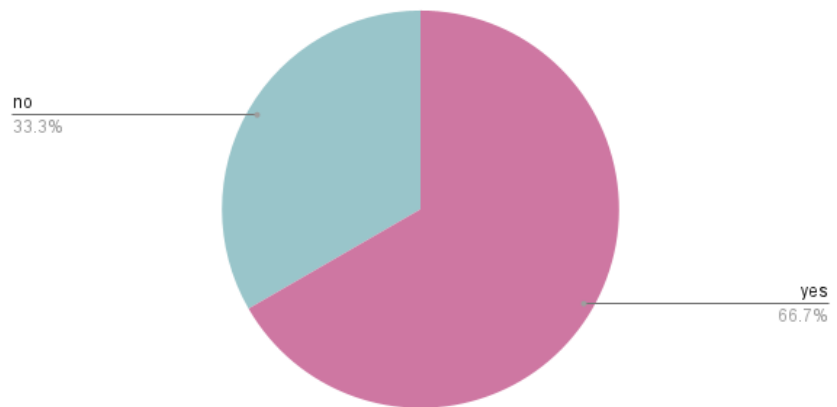
Is your child currently attending online classes?



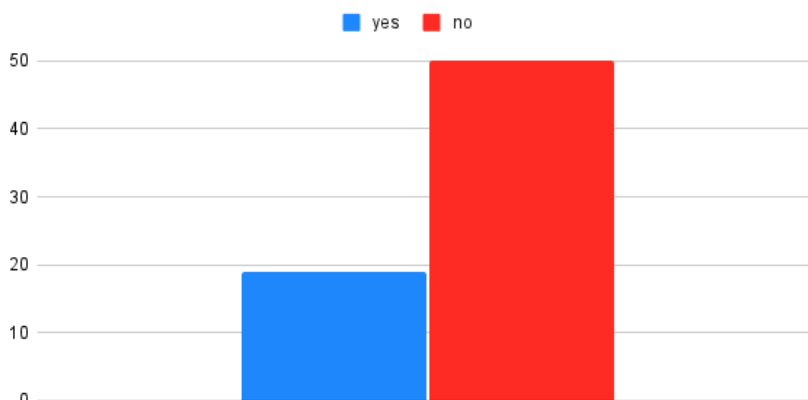
We then discovered that **the children of all the families who participated in the survey were able to attend online classes during the pandemic, but only 7 still did when the survey was answered** in the first half of 2023, mainly to study foreign languages, such as English.

Among the children of the 69 families who participated in the survey, **46 are currently using digital devices and/or the Internet for learning purposes.** They mainly use those resources to complete **homework** and for **research**, to improve their **English** listening skills, to carry out **collaborative work** with their classmates, or to study **science**.

Is your child currently using digital devices and/or the Internet for learning purposes?



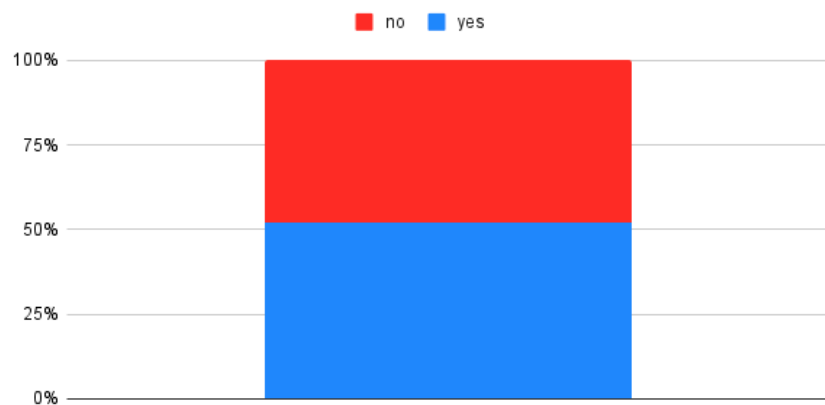
Have you and/or your child had any technical issues or challenges with accessing or using online learning platforms?



When it comes to **difficulties or technical issues** related to accessing or using online learning platforms, **50** families said they **have not experienced any of them**, while the others said that they encountered some kind of difficulties with the **Internet connection** or for **lack of digital resources**.

Families were then asked if they had noticed any **change in their children's motivation, behaviour, or socialisation due to online learning**. 33 respondents noticed **no change**, while among the others the majority registered a change in **socialisation, with a deterioration in communication, increased distance to the adult world, stress and nervousness**. Some of them noticed a **loss of interest in learning and schoolwork**.

Have you noticed any changes in your child's motivation, behavior, or socialization as a result of online learning?



Regarding the **support** that they provide to their children in terms of online learning, **11** families stated that they **do not provide support**, mainly because of a lack of knowledge. Others say that they **help with homework** when necessary or **reinforce concepts that are not clear**.

When asked **how well they feel that their children learn in online environments compared to face-to-face learning**, **9** answered that they **do not feel comfortable** with their children learning online **or are not satisfied by it**, **17** are **satisfied or very satisfied** by online learning, **9** said that they **prefer face-to-face learning**, **2** say that they **do not think that there are great differences or that they are as good**. The rest of the families agree that **online learning is useful, but not exclusively**, as children need contact with teachers and their peers, and certain types of tasks are better performed in face-to-face environments.

Regarding the **amount and type of communication** that families receive **from the schools**, **43** families say that they are **satisfied**, while the others complain about a **lack of personalised communication and ask for other types of contact** rather than exclusively through the school app.



Finally, families were asked if there were any **specific improvements or changes they would like to see in the online learning** experience for their children or suggestions that they would like to give to the schools. Some of the answers were:

*“There could be a subject called, for example, virtual media, in which they are taught to reflect, classify, recognize and manage the use of this virtual universe (social networks, virtual tools for learning and research, design and creativity, among others).”*

*“Need more information on internet safety.”*

*“The school could create more learning materials to support students at home. So they would creatively spend their time on the Internet.”*

*“More educational activities for parents and children about the Internet and social networks.”*

*“In case of absence, it would be good to upload the content of the processed material in an online classroom.”*



### 2.1.3

## Online learning and safety in Spain

### → Digital access

Due to the pandemic, in Spain, the educational system was forced to adapt to the digital world, hence connectivity became essential. Currently, Spain is one of the most advanced EU countries in total Very high capacity fixed networks (VHCN) coverage, with **more than 97% of homes covered**. In addition, **95% of young people between 10 and 15 years old have access to a computer**, and **61.6% have access to a cell phone**. Thus, the number of households that cannot afford internet access has dropped substantially, from 13.3% in 2018 to 3.7% in 2022<sup>13</sup>.

In parallel, the use of information and communication technologies (ICTs) in households has grown in recent years. Even so, there is still a digital divide due to a lack

of infrastructure (especially in rural areas) and a lack of computer literacy or interest.

### → Digital safety

According to **UNICEF, 1 in 2 adolescents makes problematic use of the Internet and social networks**, playing games and using applications that are not appropriate for their age, or watching live broadcasts that may show inappropriate content, where they usually participate and expose themselves unknowingly<sup>14</sup>. In addition, **50% of young people overuse their cell phones**, and **21% are already addicted to them**<sup>15</sup>. In this scenario, the level of exposure to cyberbullying and gambling, among others, is very high.

In terms of digital security, the systems that protect personal information in the network

13 The High Commissioner for the Fight against Child Poverty. (2023). *Hogares con niños y niñas que no pueden permitirse el acceso a internet (2018-2022)* [Households with children who cannot afford internet access (2018-2022)]. Retrieved from: <https://www.comisionadopobrezainfantil.gob.es/es/hogares-con-ni%C3%B1os-y-ni%C3%B1as-que-no-pueden-permitirse-el-acceso-internet-2018-2022>

14 UNICEF. (2022). *Adolescentes y tecnología: ¿Cómo la utilizan?* [Teenagers and technology: How do they use it?]. Retrieved from: <https://www.unicef.es/noticia/adolescentes-y-tecnologia-como-la-utilizan>

15 *Idem*.

are advancing, but so are the techniques used by cybercriminals who, as Rosa Pérez, Gaptain's Director of Digital Education<sup>16</sup> explains, take advantage of the weaknesses of the institutions to commit illicit activities of any kind. For instance, in the case of an educational centre, a simple breach in digital security opens the way for these cybercriminals to access the large amount of sensitive data it stores, much of it relating to minors.

According to **UNICEF** Spain<sup>17</sup>, the Internet risk situation in the country, taking into account that between 65% and 85% of children use the Internet, and 58% of children between 9 and 16 years of age use it daily, has been rated as average.

As for the uses they make of the Internet, we can mention the following:

- school homework (83%);
- playing video games (80%);
- receiving content from third parties (78%);
- communicating through instant messaging (68%);
- posting images (44%);
- using a webcam (24%);
- sharing files (23%);
- or writing a blog (6%).

The internet services that teenagers use several times a day are mainly social networks (45.9%), Messenger (41.5%), visiting websites (31.8%), and using email (22.7%).

Among the risks of the Internet, **cyberbullying** is certainly one of the most harmful: it can reach a very wide audience and it guarantees anonymity and impunity to the bullies who take advantage of social networks to disseminate their actions. According to the study entitled "*Yo a eso no juego*" by **Save the Children**<sup>18</sup>, approximately one in three children and adolescents in Spain have reported having experienced bullying situations, both in the real world and online. This study also reveals that 7% of students admit having been victims of bullying through mobile devices or the Internet, and 3,1% of adolescents report having participated in acts of harassment through new technologies. This percentage is slightly higher for males (3.6%) than females (2.5%).

In this context, there is a growing concern about the potentially problematic use of the Internet, digital media, and social networks, as well as the role of new technologies as facilitators of access to, or enhancers of, addictive behaviours, especially online gambling. The latest surveys in Spain by

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16 Gaptain. (2021). *Estudio Ciberseguridad y Convivencia escolar 2020*. [Study on Cybersecurity and School Coexistence 2020]. Retrieved from: <https://gaptain.com/blog/estudio-ciberseguridad-y-convivencia-escolar-2020/>

17 UNICEF. (2021). *Diagnosis of the situation for children in Spain before the implementation of the European Child Guarantee*. Retrieved from: <https://www.unicef.org/eca/media/18851/file/Spanish%20Deep%20Dive%20Literature%20review%20EN.pdf>

18 SAVE THE CHILDREN (2016). *Yo a eso no juego. Bullying and cyberbullying en la infancia*. Retrieved from: [https://www.savethechildren.es/sites/default/files/imce/docs/yo\\_a\\_eso\\_no\\_juego.pdf](https://www.savethechildren.es/sites/default/files/imce/docs/yo_a_eso_no_juego.pdf)



the **Ministry of Health (ESTUDES)**<sup>19</sup> reveal that **10.3% of young people between 14 and 18 gamble online** and that most start between 14 and 16 years old.

### → **Situation of students facing fewer opportunities**

As reported in a study conducted by the **Consortium of Education of Barcelona and Cabinet of Social Studies and Public Opinion**<sup>20</sup>, of the total number of students in vulnerable situations (more than 19.000 out of the 180.000 students in the city of Barcelona who are enrolled in second-cycle pre-school, primary or secondary education), **18% were unable to follow the school year at distance during the confinement**. According to their parents, 20% of the students in vulnerable situations were unable to maintain a daily routine during the lockdown and found it more difficult to receive help from an adult person present at home. However, almost 90% had

the support of a teacher who contacted them to check on them. Moreover, the same study states that almost **40% of students in vulnerable situations are foreign nationals** (the majority from Morocco, Pakistan, and Honduras). Protocols were made to facilitate the incorporation of those students in the educational system attending to their emotional and material needs<sup>21</sup>.

On the other hand, **a large sector of society does not have access to technological resources or the Internet**. This fact also represents a structural challenge to technological inclusion, especially in education. In this matter, numerous initiatives have arisen at both the local and national levels. In Spain, for example, through the Royal Decree-Law 31/2020, of September 29<sup>22</sup>, different platforms giving access to online educational materials were provided and the national television launched new educational programs.

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19 Observatorio Español de las Drogas y las Adicciones (2022). *Informe sobre Trastornos Comportamentales 2022: Juego con dinero, uso de videojuegos y uso compulsivo de internet en las encuestas de drogas y otras adicciones en España EDADES y ESTUDES*. [Behavioural Disorders Report 2022: Gambling, video game use and compulsive internet use in surveys on drugs and other addictions in Spain]. Madrid: Ministerio de Sanidad. Delegación del Gobierno para el Plan Nacional sobre Drogas. Retrieved from: [https://pnsd.sanidad.gob.es/profesionales/sistemasInformacion/sistemaInformacion/pdf/2022\\_Informe\\_Trastornos\\_Comportamentales.pdf](https://pnsd.sanidad.gob.es/profesionales/sistemasInformacion/sistemaInformacion/pdf/2022_Informe_Trastornos_Comportamentales.pdf)

20 GESOP. Consorci d'Educació de Barcelona. (2020). *Els alumnes de la ciutat de Barcelona en situació de vulnerabilitat durant el confinament per la Covid-19* [The students of the city of Barcelona in a vulnerable situation during the confinement by Covid-19]. Retrieved from: [https://www.edubcn.cat/rcs\\_gene/extra/01\\_documents\\_de\\_referencia/informes/Informe\\_resultats\\_confinament\\_alum\\_nat\\_vulnerable\\_maig2020.pdf](https://www.edubcn.cat/rcs_gene/extra/01_documents_de_referencia/informes/Informe_resultats_confinament_alum_nat_vulnerable_maig2020.pdf)

21 Regional Ministry of Education, Universities, Culture and Sports. (2022). *Protocolo de escolarización, acogida y bienestar emocional* [Protocol for schooling, reception and emotional well-being]. Retrieved from: <https://www.educacionyfp.gob.es/dam/jcr:221130aa-bdd8-479e-84a5-69139af06b68/protocolo-de-escolarizaci-n--acogida-y-bienestar-emocional-para-alumnado-en-situaci-n-de-vulnerabilidad--orientaciones-a-centros-educativos--1-.pdf>

22 BOE núm. 259, del 30 de septiembre de 2020. *Real Decreto-ley 31/2020, de 29 de septiembre, por el que se adoptan medidas urgentes en el ámbito de la educación no universitaria*. [Royal Decree-Law 31/2020 of 29 September adopting urgent measures in the field of non-university education]. Retrieved from: <https://www.boe.es/eli/es/rdl/2020/09/29/31>



Even so, the implementation of most of these initiatives required access to technological devices and the Internet, making the **digital divide one of the biggest challenges for inclusive online education**. Added to this is the fact that **less educated families or those with fewer resources**, have less knowledge to help their children with their homework, solve possible doubts related to technologies, and be aware of the risks to which their children are exposed in the digital world, as well as the measures to mitigate them.

### → **Difficulties and needs in online teaching and learning**

According to the report prepared by the State School Council<sup>23</sup> about the current education situation in Spain, the sudden shift from face-to-face to online education highlighted and contributed to widening the gaps and differences **between students from different socioeconomic backgrounds**. The current difficulties and

needs in online education in Spain are as follows:

- As school time was reduced during the pandemic, there was a **loss of skills and knowledge** among students, especially those from migrant or disadvantaged backgrounds.
- The emotional disengagement caused by distance learning caused the **increase in school dropouts**.
- **Inequalities in the opportunity for school success increased**, widening the existing digital gap between students with different economic and social statuses and areas of residence (rural or urban) due to the lack of technological equipment or access to the Internet and the low digital literacy of the most vulnerable families.

That is why **it is necessary to train teachers**, both in the educational use of online platforms and the use of active and creative methodologies that help learners surf the digital world.

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23 State School Council. (2021). *Situación actual de la educación en España a consecuencia de la pandemia. 2021* [Current situation of education in Spain as a result of the pandemic. 2021]. Retrieved from: <https://www.educacionyfp.gob.es/dam/jcr:3eecd63a-f8f5-4993-aecf-e5c1a2c7e017/situacion-educacion-covid.pdf>

## 2.1.4

### Online learning and safety in Greece

#### → Digital access

Between November 2020 and January 2021, the **Hellenic Internet Safety Centre** conducted a survey that registered the participation of 1750 families. According to this survey, in Greece **38% of children start using the Internet between the ages of 6 and 8, 30.8% between the ages of 9 and 11, and 21% between the ages of 3 and 5**. The majority of parents who took part in the survey said that **their children's social networking profiles were created between the ages of 11 and 13**<sup>24</sup>.

Data from the 2022 survey of the Greek statistical authority (ELSTAT) show that **85.5% of children have access to the Internet from their home**, an increase of 59.5% compared to 2012<sup>25</sup>. According to the latest findings of **Focus Bari's 'Focus on Tech Life' Pan-Hellenic Survey**, Greeks are "living digitally", as familiarity with the Internet is universal and Internet usage reached 95% in the first half of 2022. The pandemic crisis has obviously contributed to the adoption of this new digital lifestyle. According to the results of the Focus Bari

survey, Internet use among children aged 5-12 increased by 9% as the Internet has become more intensively involved in children's lives and an absolute necessity during the pandemic period. Almost **9 out of 10 children (88%) are now Internet users**, with 10-12-year-olds (98%) more likely to be online than younger children<sup>26</sup>.

In general, children love technology and nowadays they learn to navigate the Internet at a very early age while using smartphones and tablets and playing online games. Latest surveys in 2023 have shown that **81% of children aged 5-15 years have access to online technologies at home, 40% of children aged 3-4 years and 67% of children aged 5-7 years surf the Internet**<sup>27</sup>.

#### → Digital safety

The Internet certainly offers entertainment to children, but it also exposes them to several risks. Last February, on the occasion of **World Safer Internet Day**, student volunteers from the **European Student Voluntary Network "Yousmile" and "The Smile of the Child"** conducted a survey

24 Safer Internet 4kids.gr. (2022). Publication of scientific research by the Hellenic Internet Safety Centre on the pandemic and the internet. Retrieved from: <https://saferinternet4kids.gr/ereynes/e-society-2022/>

25 Greek Statistical authority (ELSTAT). (2022). PRESS RELEASE - Survey on the use of information and communication technologies by households and individuals: year 2022. Retrieved from: <https://www.statistics.gr/documents/20181/0a17bfaf-dd3c-9a01-1e0b-7a7397fde684>

26 BUSINESS DAILY. (2022). Internet usage reached 95% among Greeks of all ages. Retrieved from: [https://www.businessdaily.gr/oikonomia/70292\\_sto-95-eftase-i-hrisi-internet-stoys-ellines-olon-ton-ilikion](https://www.businessdaily.gr/oikonomia/70292_sto-95-eftase-i-hrisi-internet-stoys-ellines-olon-ton-ilikion)

27 Safer Internet 4kids.gr. (2022). How to protect very young children from online threats. Retrieved from: <https://saferinternet4kids.gr/nea/%CF%80%CF%89%CF%82-%CE%BD%CE%B1-%CF%80%CF%81%CE%BF%CF%83%CF%84%CE%B1%CF%84%CE%AD%CF%88%CE%B5%CF%84%CE%B5-%CF%84%CE%B1-%CF%80%CE%BF%CE%BB%CF%8D-%CE%BC%CE%B9%CE%BA%CF%81%CE%AC-%CF%80%CE%B1%CE%B9%CE%B4/>

on through chat platforms, creating three hypothetical characters of 14, 15 and 16 year old girls. **58% of users** with an average age of 37 years **kept chatting knowing they were talking to an underage girl**. One in six adult users, with an average age of 41 years, engaged in sexualized conversation, attempted seduction, pressured to send photos or engaged in a form of conversation that was offensive to children<sup>28</sup>.

**In the first half of 2023, “The Smile of the Child” handled 84 calls regarding incidents on the Internet. Of these calls, 42% were related to problematic internet use, 15% to sextortion, 15% to sexting, followed by lower rates of cyberbullying, exposure to inappropriate content, phishing, grooming, and problematic non-sexual conversation with an adult.** Teenagers over the age of 13 are the most vulnerable to online exploitation and abuse; however, the phenomenon is dangerously spreading among younger age groups<sup>29</sup>.

The **Hellenic Internet Safety Centre**, which operates under the auspices of the Foundation for Research and Technology-Hellas in Crete, has issued advice on safer internet browsing for children. The Centre highlights that the most effective method to reduce the risk of a child being exposed to inappropriate content while surfing the Internet is to **inform and educate the**

**child** so that they learn to use the Internet safely. With regard to younger children’s contact with technology, it is underlined that **parents need to create a daily schedule in their children’s lives that includes various activities so that they can derive pleasure and enjoyment from real-life activities**. Furthermore, the exposure of younger children to the Internet should be **supervised by an adult**, as well as the **time spent online should be limited**. Finally, the Hellenic Internet Safety Centre advises parents to become as much as possible part of their children’s online lives, to be close to them, understand their world, and be able to support and advise their children<sup>30</sup>.

### → **Situation of students facing fewer opportunities**

In recent years, e-learning has entered the lives of both students and teachers, as during confinement it was the only way for students to keep in touch with the school community and the only source of knowledge. However, **online education has come with several unprecedented challenges, creating a two-tier system of students in the country**. In the framework of online learning, **connectivity** has become one of the main barriers for children who cannot count on the necessary technological equipment that would allow them to attend online courses with ease

28 Smile of Child. (2021). 9 February 2021 - World Safer Internet Day. Retrieved from: <https://www.hamogelo.gr/gr/el/ta-nea-mas/9-fevrouariou-2021-pagkosmia-imera-asfalous-ploigisis-sto-diadiktio/>

29 Proto Thema. (2021). “Smile of the Child”: revealing research on the dangers of the internet. Retrieved from: <https://www.protothema.gr/greece/article/1093958/hamogelo-tou-paidiou-sokarei-ereuna-gia-tous-kindunous-sto-idernet/>

30 Athens Voice. (2023). Two out of three children in Europe have been “sexually harmed” online - Survey data - What experts advise to protect them. Retrieved from: <https://www.athensvoice.gr/epikairota/ellada/811360/sexoualiki-vlavi-sto-diadiktuo-gia-duo-sta-tria-paidia-stin-europi/>

and comfort. When the pandemic broke out, the government had not anticipated this challenge: many children had to share or borrow old tablets or laptops to avoid missing classes and homework.

The situation was and remains even more difficult for students living in **rural and isolated villages** where the network connection is of low speed and there are daily issues with registration and login to the online educational platforms by students. There are also many areas in the countryside where there is no Internet at all, which leaves children and youngsters of school age completely uncovered. During the pandemic, some families who could afford it sent their children to larger cities where they had relatives to continue their online education until the end of the school year in 2023<sup>31</sup>.

### → **Difficulties and needs in online teaching and learning**

**Devolò** in Greece, in collaboration with **InfoKids.gr**, conducted a survey in which **463** parents answered questions about their children's online education: 66% of them had children attending primary school, 21% secondary school and 13% in high school. The survey was designed to gather useful conclusions about the effectiveness and problems of online education. According to the survey results, **only 24% of students were able to take part in a stable e-learning program from their school**

**and fully cover the curriculum. This was because a very small percentage of schools were able to continue a regular schedule of classes during the pandemic.** In those schools that delivered some courses online, **only 54% of students were able to attend** and did not fall far behind in the curriculum. According to the survey, 22% of students did not attend online courses, either because distance learning was at the teacher's discretion, or because some schools did not offer students the opportunity to continue their education.

This survey shows that for **56% of the respondents**, the **main problem with online education is connection**. The second primary problem, for the **20%**, is the **inadequacy of appropriate equipment** at home to support online classes for students. Also, a figure as high as **17%** stated that there was also an **inadequacy on the part of the school in terms of equipment** available to meet the students' needs. **7%** stated that there was a problem with the **safety** of children online. At the same time, **a small percentage of parents prefer online learning** because they consider it safer, they state that children can concentrate better and there is no time wasted on transport and class delays. On the contrary, **85% of parents say they prefer face-to-face education** for their children because they cannot yet cognitively support online learning and because the interaction between teacher and student is irreplaceable<sup>32</sup>.

31 2045 - The future, Today. (2021). E-learning: is this the future of school? Retrieved from: <https://www.2045.gr/thematologia/ekpaideusi/tilekpekpaidefsi-einai-afto-to-mellon-tou-sxoleiou/>

32 Techlog.gr. (2021). Devolo Greece survey: the difficulties of e-learning in times of lockdown. Retrieved from: <https://techlog.gr/2021/01/23/erevna-devolo-greece-oi-dyskolies-tis-tilekpaide/>



## 2.1.5

### Online learning and safety in Italy

#### → Digital access

Recent statistics have shown that **the use of the Internet in Italy has increased in the last few years**: what is the use citizens make of it? In general, the prominent activity is **online chatting**, followed by **e-mail correspondence** and the use of **streaming services and social media**<sup>33</sup>.

In 2022, the most digital devices used in Italy were **smartphones** (97%), **television and PCs** (74,1%) and **tablets** (55,1%). On average, **Italian people spend more than 6 hours navigating the Internet** from any device<sup>34</sup>. In this sense Italy is split in two: **younger generations are more immersed in technology, while there is a substantial part of the population of individuals over 50 who are considered “digital illiterates”**<sup>35</sup>. In fact, when it comes to digital skills, Italy is still one of the countries in Europe with the **lowest average of people who have a basic knowledge of virtual tools**.

#### → Digital safety

In 2018, **300 thousand people between 12 and 15 years old were considered “addicted to the Internet and the use of technology”**. ISTAT surveys have shown that on average **95% of young people from 14 to 19 surf the web**<sup>36</sup>. Due to the large scale on which digital tools are now used, there is a growing concern for young people to develop a real addiction to the Internet, gaming, and social media, sacrificing their school or relational life for an online one, losing track of their childhood or teenage years, two fundamental moments to develop emotional and relational skills<sup>37</sup>.

Even if Italy has experienced an increase in the use of digital tools, this did not always correspond to a better use: Italian research institutes like **CENSIS** (*Centro Studi Investimenti Sociali*) have reported that **5,6 % of Italian adults do not think that**

33 Il Sole 24 Ore. (2023, March 26). *Il 77,5% degli italiani ha usato internet negli ultimi tre mesi*. [77.5% of Italians have used the Internet in the last three months]. Retrieved from: [https://www.infodata.ilsole24ore.com/2023/03/26/il-775-degli-italiani-ha-usato-internet-negli-ultimi-tre-mesi/?refresh\\_ce=1](https://www.infodata.ilsole24ore.com/2023/03/26/il-775-degli-italiani-ha-usato-internet-negli-ultimi-tre-mesi/?refresh_ce=1)

34 We Are Social. (2022, February 9). *Digital 2022 - I Dati Italiani*. [Digital 2022 - The Italian data]. Retrieved from: <https://wearesocial.com/it/blog/2022/02/digital-2022-i-dati-italiani/>

35 Italia In Dati. (January 2022). *Internet, Social Media e APP*. Retrieved from: <https://italiaindati.com/internet-e-social-network/>

36 Istituto Nazionale di Statistica (ISTAT). (2019, December 19). *CITTADINI E ICT*. Retrieved from: [www.istat.it/it/files/2019/12/Cittadini-e-ICT-2019.pdf](http://www.istat.it/it/files/2019/12/Cittadini-e-ICT-2019.pdf)

37 Ordine Professioni Infermieristiche Bologna (OPIBO). (2018, February 21). *In Italia sono 300mila i giovani dipendenti da internet*. [300,000 young people in Italy are addicted to the Internet]. Retrieved from: <https://www.ordineinfermieribologna.it/2018/in-italia-sono-300mila-i-giovani-dipendenti-da-internet.html#:~:text=I%20dati%20ISTAT%20segnalano%20che,4%25%20circa%20di%20questi%20ragazzi>.



**Internet use might bring about safety issues.** Meanwhile, other statistics have shown that in 2022, **15% of young Italians have been victims of cyberbullying**<sup>38</sup>. Phenomena like the one mentioned above open a debate on how it is possible to give both parents and their children adequate training, not only on how to navigate the intricate sides of the web but on how to communicate more efficiently when issues like this come up. Surveys conducted in 2022 through a project approved by the Italian Ministry of Health called **HBSC Surveillance**<sup>39</sup> (Health Behaviour in School-aged Children) showed that **32% of adolescent boys and 40% of adolescent girls have declared a lack in emotional**

**support from their families,** having difficulties to confide in their parents when it comes to personal or relational problems<sup>40</sup>.

#### → **Difficulties and needs in online teaching and learning**

Long before the Covid-19 pandemic, it had already become self-evident how the Internet has become a focal point in everyone's lives as it allows to share news and information from the world around you or have access to fundamental services. However, according to 2019 reports, in Italy there is still a **gap in digital access**. For example, **families that live in disadvantaged financial situations are less likely to have an**

38 Il Sole 24 Ore. (2023, August 10) *Sei italiani su 100 non vedono rischi connessi a internet. Ma intanto il 15% dei ragazzi subisce cyberbullismo*. Retrieved from: <https://www.infodata.ilsole24ore.com/2023/08/10/6-italiani-su-100-non-vedono-rischi-connessi-a-internet-ma-intanto-il-15-dei-ragazzi-subisce-cyberbullismo/>

39 HBSC. (2022). *GLI ADOLESCENTI ITALIANI DOPO LA PANDEMIA NELLA FOTOGRAFIA DELL'ISTITUTO SUPERIORE DI SANITÀ: PRIMI RISULTATI DALLA SORVEGLIANZA HBSC 2022 (HEALTH BEHAVIOUR IN SCHOOL-AGED CHILDREN)*. Retrieved from: <https://www.iss.it/documents/20126/6683812/Primi+risultati+dalla+sorveglianza+HBSC-Italia+2022+dopo+la+pandemia+%281%29.pdf/2861b404-ae81-919e-019c-9c05ebc56d39?t=1684508913100>

40 Il Sole 24 Ore. (2023, August 10). *Sei italiani su 100 non vedono rischi connessi a internet. Ma intanto il 15% dei ragazzi subisce cyberbullismo*. [6 out of 100 Italians do not see any risks related to the Internet. But in the meantime, 15% of children are cyberbullied]. Retrieved from: <https://www.infodata.ilsole24ore.com/2023/08/10/6-italiani-su-100-non-vedono-rischi-connessi-a-internet-ma-intanto-il-15-dei-ragazzi-subisce-cyberbullismo/>



**Internet connection**, even just to gather the basic tools for educational purposes<sup>41</sup>.

Statistics show that the lack of Internet connection in a household is mostly due to financial reasons: taking as a sample **100 families who do not have connectivity, 58% of these families denounce a struggle with paying for an Internet provider**. This can further increase layers of inequality based on economic conditions, also resulting in an overall disadvantage for the Italian young population if compared to their EU counterparts<sup>42</sup>. The last reports from the **Italian National Institute of Statistics (ISTAT)** showed an increase in the use of technology by Italians up to 7% from 2020 to 2022. However, it is still important to notice how there is still a staggering difference between different groups inside the country, especially when it comes to the **geo-economical differences between the North and the South** of Italy. Research showed that in 2022 Southern regions had on average 72,9% of regular Internet users with a deviation of 7,5% when compared to Northern regions<sup>43</sup>.

## → Difficulties and needs in online teaching and learning

Technology has now an impact on a lot of aspects of our lives, especially in the education field. In fact, after the lockdown, online learning has become a stabilised reality of the school system.

However, a reflection still needs to be made on **how to guide children and adolescents in the use of digital tools in a way that is safe and responsible**. Online tools can create more flexibility and spread knowledge and materials more easily, especially when used not as a stand-alone, but mixed with more traditional teaching tools<sup>44</sup>. However, it is important to note how, if not used strategically, **online learning can present great challenges**. In Italy, these are the main problems that have been detected regarding online learning environments:

- **A lack of social interaction**, for example, can lead to a condition of isolation for students who would not have the possibility to fully explore their relationships as they would do in a real class environment.
- **Distraction** would also be another issue: in a home environment and without any surveillance, a student could navigate on the Internet watching content that is inappropriate or not related to the class that is being taught.

41 Openpolis. (2020, June 16). *Disuguaglianze digitali – 2. L'Italia alla sfida del digitale*. [Digital Inequalities - 2. Italy at the Digital Challenge]. Retrieved from: <https://www.openpolis.it/esercizi/litalia-alla-sfida-del-digitale/>

42 *Idem*

43 Il Sole 24 Ore. (2023, March 26). *Il 77,5% degli italiani ha usato internet negli ultimi tre mesi*. [77.5% of Italians have used the Internet in the last three months]. Retrieved from: [https://www.infodata.ilsole24ore.com/2023/03/26/il-775-degli-italiani-ha-usato-internet-negli-ultimi-tre-mesi/?refresh\\_ce=1](https://www.infodata.ilsole24ore.com/2023/03/26/il-775-degli-italiani-ha-usato-internet-negli-ultimi-tre-mesi/?refresh_ce=1)

44 Save The Children. (2020, June 18). *Apprendimento Digitale: Opportunità e Sfide*. [Digital Learning: Opportunities and Challenges]. Retrieved from: <https://www.savethechildren.it/blog-notizie/apprendimento-digitale-opportunita-e-sfide>

- The latter problem is also closely related to another issue, that is, **difficulty for the teacher to give students the support that they need** because it is not always easy to interact on an online platform with multiple users, leaving the

risk for some didactic material to not be fully understood<sup>45</sup>.

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45 Didacta Italia. (2023, April 17). *Cosa è la didattica a distanza integrata? (DDI)*. [What is integrated distance learning?]. Retrieved from: <https://fieradidacta.indire.it/it/blog/cosa-e-la-didattica-a-distanza-integrata-ddi/>

## 2.1.6

### Online learning and safety in Slovenia

#### → Digital access

According to the **Statistical Office of the Republic of Slovenia, 94% of households had internet access in 2023**. In the last months, **90% of individuals used the Internet; 85% of individuals used it several times per day**. The majority of these were young people, i.e. 16–24-year-olds (99%), while those that use it the least belong to the 65–74 age group (55%). According to this study, **8% of Slovenian residents have never used the Internet**.

**Most people in Slovenia access the internet on their smartphones** (87%). In the age group 16–34 years, all individuals use the smartphone to access the Internet while among the age group 65–74 the percentage is 49%. **47% of residents access the Internet via laptop, 35% via desktop computer, 18% via tablet or other devices** (smart TV, smart speaker, game console, e-reader)<sup>46</sup>.

#### → Digital safety

**Most residents use the Internet in their free time (88,3%)**. Children and youngsters

are those who use it the most and that are also at greatest risk for internet addiction. **11% of young people aged 15-19 use the internet more than 40 hours a week** and **17%** in this age group are considered at **high risk for internet addiction**. In comparison, the age group with the lowest risk of internet addiction is people between 45-54, where 2,9% are considered at high risk for addiction<sup>47</sup>.

There are also considerable **risks concerning well-being** due to the use of the Internet. For example, **45% of teenagers in primary school compare their face and body with the perfect images of online influencers** which has a bad impact on their self-image and well-being. **61% of secondary school pupils sometimes or often feel that other people's lives are better than their own**, because of what they see on their social media. Many feel they have to **alter photos and use filters to improve their image**<sup>48</sup>.

#### Situation of students facing fewer opportunities

According to the **Human Rights Ombudsman of Slovenia, not all**

46 Statistični urad. (2023). *Uporaba interneta v gospodinjstvih in pri posameznikih 2023*. [Internet usage by households and individuals 2023]. Retrieved from: <https://www.stat.si/StatWeb/News/Index/11390>

47 Nacionalni inštitut za javno zdravje. (2022). *Nekemične zasvojenosti v Sloveniji: Izbrani rezultati nacionalne raziskave o tobaku, alkoholu in drugih drogah 2018*. [Non-chemical addictions in Slovenia: selected results from the National Survey on Tobacco, Alcohol and Other Drugs 2018]. Retrieved from: [https://nijz.si/wp-content/uploads/2022/12/publikacija\\_nekemiczne\\_zasvojenosti\\_v\\_sloveniji.pdf](https://nijz.si/wp-content/uploads/2022/12/publikacija_nekemiczne_zasvojenosti_v_sloveniji.pdf)

48 Center za družboslovno informatiko. (2022). *Analiza Safe.si ankete 2022: Vpliv interneta na počutje in duševno dobrobit najstnikov*. [Analysis of the Safe.si Survey 2022: The impact of the Internet on the well-being and mental well-being of teenagers]. Retrieved from: [https://safe.si/sites/default/files/vpliv\\_interneta\\_na\\_dusevno\\_zdravje\\_najstnikov\\_-\\_safe.si\\_anketa\\_2022.pdf](https://safe.si/sites/default/files/vpliv_interneta_na_dusevno_zdravje_najstnikov_-_safe.si_anketa_2022.pdf)

children had the same educational opportunities during the closures of schools because of the Covid-19 pandemic. During this period, **several hundreds of families had no access to the Internet** and the right of these children to education was hindered. The measures aimed at limiting the spread of coronavirus disease were more likely to affect **socially excluded vulnerable groups**, i.e. children from socially disadvantaged families, large families, children of immigrants, or children with special needs. Parents of children with special needs were under even greater strain in this situation and were unable to work from home as these children needed therapies in addition to care and support with daily tasks<sup>49</sup>.

### → Difficulties and needs in online teaching and learning

The survey of the **Slovenian Educational Agency** shows that students and teachers

both rated **distance learning as more challenging than classroom teaching**. On the other hand, however, students also rated distance learning as **interesting and creative**.

The **negative aspects** were mainly:

- the **lack of social contact**, both with classmates and with teachers,
- **a significant number of students also missed the teacher's explanation**,
- some pupils stated that **they did not know how to use a computer**,
- about **20% had to share a computer with family members**.

On the positive side, **they felt that they were able to schedule their work during the day and did not have to perform in front of their classmates**. Among secondary and upper primary school pupils, **a large proportion, over 30%, found it easier to learn in this way**<sup>50</sup>.



49 Human rights ombudsman. (2020). *Iz letnega poročila 2020 v zvezi z covid-19*. [The 2020 Annual Report on Covid-19]. Retrieved from: <https://www.varuh-rs.si/covid-19/iz-letnega-porocila-2020-v-zvezi-z-covid-19/b-obravnavana-vsebinska-podrocja/323-druzbene-dejavnosti/>

50 Zavod RS za šolstvo. (2020). *Izobraževanje na daljavo v času epidemije Covid-19 v Sloveniji*. [Distance education during the Covid-19 epidemic in Slovenia]. Retrieved from: <https://www.zrss.si/novice/izobrazevanje-na-daljavo-v-casu-epidemije-covid-19-v-sloveniji/>

## 2.2

# Protocols for the identification of online learning difficulties

(i.e. lack of digital devices, lack of connection, lack of family support, difficulties with platforms, skill deficiency, etc.)

**Online learning is part of education**, and it is present in schools in many different shapes. It can mean technology in the form of laptops, smartphones, tablets, digital whiteboards, cameras, etc. or it can come in the form of digital content such as electronic textbooks and workbooks, learning portals, apps, videos, MOOCs, social learning networks and other services provided through the internet.

Nowadays, teachers and schools are still trying to find ways to integrate the new exciting possibilities offered by digital tools and the Internet into the school curriculum. There are several reasons why online learning is still considered **advantageous**:

- It allows to **cut down on several costs**,
- It can **give access to learning opportunities to students**, regardless of where they are,
- It can allow teachers to **personalise school curriculums to students' needs**<sup>51</sup>.

However, as mentioned before, **online learning does not come without challenges and risks**, hence, to improve students' conditions and fill the existing digital gap, **protocols that help identify**

**students' online learning difficulties based on collaboration among families, schools, and local institutions are urgently needed.**

In particular, schools need to set up clear **guidelines** for the use of digital tools and content and establish an **online school space** that is easy to navigate and where students can find all their tasks and activities and can also get in contact with their teachers.

**On the other hand, it is important that teachers do not assume that all students have equal access to communication technology and equal supportive systems at home.** Not all parents have sufficient ICT knowledge to efficiently guide their children on the Internet. Therefore, a supportive system for students must be set up and students need to be encouraged to ask for help – both if they have learning difficulties or problems with technology. First of all, it is vital to know the material and **connection conditions that students have at home**, as well as the **knowledge that parents have** concerning data protection, online risks, and the impact that the digital world has

51 DynDevice LMS. (2023, June 30). Le 5 tattiche per superare la resistenza all'apprendimento online. [The 5 tactics to overcome resistance to online learning] Retrieved from: <https://www.dyndevice.com/it/news/le-5-tattiche-per-superare-la-resistenza-all-apprendimento-online-ELN-1968/>

on their children. In addition, it is important to know whether parents have the time to accompany and reflect with their children when using different electronic devices. The school protocol might foresee that families are asked to complete a survey to have a clear picture of the different situations of students at home. Some questions can be as follows:

- **Material conditions:** Is there a computer at home that students can use? Do they have their own computer? Do they have a cell phone? Do you have access to the Internet at home? Do your children have a place to focus when using the computer?
- **Time and knowledge:** Do you know what applications your children use and what they use them for? Are you aware of security measures and data protection in the digital world? Can you help your children with questions or doubts regarding applications in particular or the Internet in general? Do your children have limited time to use technological devices at home?

It is also important to **create spaces in which students can share their experiences** in terms of digital presence, and understand their needs and concerns related to both online education and leisure time to help them recognize and critically address the risks that they might encounter on the Internet.

In order to make school education more engaging, it could be interesting to offer

learning opportunities inside platforms that teenagers or children already use and usually enjoy (like *Twitch* or *Discord*). However, this requires **training and preparation for teachers and families**, who otherwise could find themselves unable to support children on those platforms. For this reason, accompanying adults should participate in support groups, training courses, and forums where it is possible to share practices that can help understand the intricacies of the digital world.

It is equally important to **teach students how to use digital devices responsibly, recognize dangers on the Internet** (cyberbullying, sexting, cyberstalking, grooming etc.), **and also dangers to mental health** (addictions, negative self-image, social exclusion etc.). In this process, it is pivotal that students are not just seen as passive subjects, but that they are made part of a process where they can “instruct” their teachers and classmates as well.

It is equally important to **offer teachers further training opportunities** so that they become more able **to detect possible difficulties with online learning and help students accordingly**.

**Last but not least, a permanent dialogue among students, families and school is fundamental to identify the difficulties of online learning and make it safe and inclusive for all students.**



## 2.3

# Strategies and guidelines to address online learning difficulties

Based on our research and piloting experience within the framework of the SOPHIE project, we describe below a series of **strategies aimed at addressing online learning difficulties, and making the digital experience safe, constructive, and inclusive for students, teachers, but also families** and the entire educational community:

- 1. Schools should establish clear rules** concerning online learning, selecting the most **appropriate and stimulating learning tools for each level**, keeping families informed and involved in their children's online learning. Schools should provide detailed **instructions on how to use digital tools and platforms** so that all students and families can use them properly.
- 2. Schools and specifically teachers should take into consideration the competences and technological resources available to students at home** to carry out homework or complementary educational activities in order to **adapt the curriculum and provide the support needed, ensuring equity and reducing the exclusion** of students with fewer opportunities.
- 3. Schools should have in place a protocol concerning the treatment of students' personal data, which should be strictly followed.** Students' data and material should not be stored on teachers' personal computers but on school computers. **On the other hand, schools should promote the creation of a positive digital identity** for children and young people in which their personal data is protected and encourage reflection before publishing personal information (who can see it, how can they use it?). Children should be well informed about the risks of producing, sharing, and promoting intimate images and videos and encourage saying no to cyberbullying or other inappropriate and violent practices.
- 4. Schools should provide guidelines and train students regarding appropriate and safe behaviours online.** It is important for adults to be aware of the risks entailed by the use of digital tools and platforms, and subsequently inform and work with children to make them prepared to recognize, tackle and ask for help when encountering such dangers.



5. **Schools should make sure that teachers are constantly trained in digital competences**, which implies the good, safe, critical, and creative use of Information and Communication Technologies to improve personal development, use of free time, and their proper inclusion in society.
6. **Schools should create and share with teachers and families some guidelines for conversations about the safe and responsible use of digital resources and the Internet**. Adults are responsible for **generating open and respectful environments** in which children and young people can express their opinions without feeling judged and where their experiences are valued. They should be invited to reflect on their use of technologies and how this impacts how they feel or act.
7. In **videoconferencing**, all involved actors (teachers, students and families) should be made aware of the background that is visible, which may reveal things that someone may not want to share or that could expose children to peer harassment or other forms of abuse. **Family members not directly involved in the class should not be filmed without their explicit permission**. Teachers should talk to students about the right to one's own image that every human being has and the need to get permission before taking or filming someone, as well as permission to use or publish these images.
8. **Schools should encourage critical thinking** so that students can discern between different online contents and identify which one is appropriate, when information is false, or when there is an attempt to manipulate their ideas or values. **Long-term, non-judgmental reflection on the content and quality of online content is required**. Adults, both school staff and families, have the duty to **report inappropriate content** that does not comply with the legislation and promote this same responsibility and active citizenship among children and young people.
9. When difficult situations appear during online learning, teachers should **avoid focusing only on a single perspective**. Forum theatre has proven to be a powerful tool in this sense as it fosters an understanding of diversity and empathy.
10. **Schools and families need to collaborate** and have a common plan. This is pivotal, as often there is a **mismatch in the strategies** employed by the two parties, resulting in a mixed and confusing set of practices that children or teens might find hard to follow or trust.



## 2.4

# Pedagogical and technical recommendations for primary school online learning platforms

**Accompanying students in digital environments is crucial to ensure their safety, well-being, and effective and inclusive learning.** Keep in mind there are technological disparities within the group: not all students have the same access to technology nor the same capabilities. Be aware of this divide and try to **provide alternatives** or resources, **ensuring every student has an equal opportunity to participate in digital learning.**

Here are **10 tips for teachers and school staff to support students in digital learning and presence:**

- 1.** Provide students with **age-appropriate digital literacy and critical thinking education:** teach them how to navigate online platforms, discern reliable information, and protect their personal information.
- 2. Set clear expectations and strengthen emotional education:** establish clear guidelines for online behaviour, fostering respectful communication, and emphasising the impact of their words and actions on others. Encourage empathy and kindness in digital interactions and emphasise the importance of understanding and managing emotions. By fostering emotional intelligence, students are better equipped to handle challenges both offline and online.
- 3.** Foster a sense of **digital citizenship** in students. Encourage them to be responsible and respectful digital citizens who contribute positively to online communities.
- 4.** Educate students about **cyberbullying** and encourage them to report any incidents promptly. Create a safe space where they feel comfortable discussing their experiences.
- 5.** Teach students about **online privacy and security measures**, including strong password practices and the importance of not sharing personal information with strangers.
- 6.** Emphasise the importance of a **balanced approach to screen time.** Encourage students to take breaks, engage in offline activities, and maintain a healthy digital lifestyle.

7. Use **clear language in online instructions and communication and conduct regular check-ins with students to assess their progress and well-being.** Provide multiple avenues for students to ask questions or seek help, such as discussion boards, email, or virtual office hours.
8. Encourage **collaborative projects and group work in online settings.** Facilitate discussions that respect different viewpoints and encourage active participation from all students.
9. Offer a mix of **synchronous (real-time) and asynchronous (self-paced) learning opportunities** to accommodate various needs and **provide multiple assessment options** that allow students to showcase their understanding in various ways, such as written assignments, video presentations, or audio recordings.
10. **Communicate regularly with parents and guardians,** to keep them informed about online activities and the school's digital safety initiatives and **stay updated on the latest digital trends, apps, and platforms** popular among students. This knowledge will help you understand their digital experiences better and offer relevant guidance.



The Sophie consortium has created a **video** with these tips, you can watch it at this link:

 **10 Tips for Teachers to Support Children in Digital Spaces:**

<https://www.youtube.com/watch?v=d3YkNxBsoqs>

# 3

## Building digital competence and resilience for inclusive and safe online learning

Below you will find the list and **description of 40 activities** put together and tested by the SOPHIE consortium. They are divided in:



**16 Introductory activities and energizers**, aimed at helping participants feel at ease and encourage active participation and collaboration among peers.



**18 Digital presence activities**, aimed at

1. Understanding children's online experiences;
2. Delving into the positive and negative aspects of online learning and presence;
3. Discussing and analysing the impact that the digital experience has on children;
4. Learning how to detect and address issues related to the misuse of digital devices and the Internet,
5. Improving school-families collaboration.

















































**6 Evaluation activities**, aimed at assessing the participants' satisfaction and needs, in order to continuously improve the work that was being carried out.

Those activities were integrated into the **learning paths** implemented in each partner country, the specificities of which can be found in the part of this chapter dedicated to the partners' experiences.



Most of the activities described have been and can be carried out with **students, school staff, and families**, while others were created for a specific target group. You will find this important information in the table below and the description of each activity.

All of those activities have been tested by the SOPHIE consortium with groups of **between 20 and 35 participants**, but they can all be used with smaller groups as well.

## Sophie Activities Overview

 <b>Introductory activities and energisers</b>	
  	1, 2, 3 Bradford
  	Broken phone
  	Check-in
  	Diversity triangle
  	Go
  	Hello with the body and de-mechanization
  	How are you with an element of nature
  	How are you with a movement
  	How are you with a statue
  	Human map
	Like, Post, Selfie
  	River of expectations and fears
  	Shaking hands
  	Superheroes
  	Two lies, one truth
 	Welcome to diversity


### Target Group:

-  Students
-  School Staff
-  Families

## Sophie Activities Overview

	Digital presence activities
	Apps and platforms used in formal learning/teaching
	Apps used in leisure time
	Cardinal points
	Challenging conversations/guidelines for critical thinking
	Critical incident with memes
	Defining inclusive and safe online learning
	Diagnostic questions on digital use and presence
	Embodying the internal critic
	Image theatre
	Image theatre in rows
	Journalistic theatre
	Positive and negative aspects of social media
	Recognizing and creating fake news
	Revelations and secrets
	Short theatrical scene
	Sophie card game
	What brings you closer or further to: friends, family, school
	What can we do instead of fighting?




### Target Group:

-  Students
-  School Staff
-  Families

## Sophie Activities Overview

 Evaluation activities	
  	Evaluation in a foreign language
  	Evaluation with a song
  	Evaluation with a GIF or Emoji
  	Evaluation with one word
	The hand
  	One feeling, two thoughts

### Target Group:

-  Students
-  School Staff
-  Families





**Introductory activities and energisers**



# 1, 2, 3 Bradford



## Preparation

Prepare the room/space so that it is as spacious as it can be, without obstacles

## Step by step description

1. Divide the participants into pairs.
2. Ask each pair to find a space in the room so that they can move freely without bumping into other participants.
3. Ask the members of the pairs to face each other.
4. Ask the participants to count in a loop from 1 to 3 alternating with the partner: as to say one person will have to say 1 and 3 and the other 2. Give them a few seconds to try it out.
5. Now ask one participant to substitute the number 1 with a movement and sound, and to go back to counting. Invite them to make big movements and loud sounds.
6. Once they have practised for a few seconds, ask the other participant of each pair to do the same with the number 2.
7. Once they have practised for a few seconds, ask participants to now substitute the number 3.
8. Let the participants enjoy and play for a while and just see what happens.

Once you stop the activity, you can ask for volunteers (or all pairs) to show what they have created.

## Closing up

Guide the debriefing by asking the following questions:

- How did you like the activity?
- Was there anything difficult?
- Did you discover anything new?

## Comments/hints for facilitators

This exercise aims to foster alternative communication tools and to experiment and accept mistakes while having fun.

Be aware that some participants may really enjoy this exercise, while others may find it frustrating. How participants relate to their ambitions and expectations can be one of the topics that can be addressed during the debriefing.

## Participants

Minimum 6 participants, there is no maximum, but the number of participants should be even

## Objectives

- To foster team building and confidence in the other participants
- To warm up the body and foster alternative communication tools
- To overcome the fear of mistake and include it in practice
- To foster concentration and go beyond automatic behaviours, increasing spontaneity and improvisation

## Duration/Time

Between 10 and 15 minutes. The activity takes place at anytime, at the beginning of a session or after a break.

## Materials

Big room or open space where participants can move freely



# Broken phone



## Preparation

Prepare the room/space so that it is as spacious as it can be, without obstacles



## Step by step description

1. Ask participants to stand in a line, facing each other's back (one behind one).
2. Explain that you will ask the person at the end of the line to make a movement, which will be passed on to the rest of the participants one by one. The exercise needs to be done in silence and with only the person "receiving" the movement facing the "mover" (the receiver faces the mover, receives the movement then turns around to the next person. The next person turns around too, so they face the new mover, and so on).
3. At the end, ask the person at the beginning of the line and the one at the end to come to the centre of the room. Ask first the participant at the beginning of the line to share the movement they received, and then compare it to the initial movement started by the person that was at the end of the line.

You can repeat the exercise a couple of more times, changing the order of the participants in the line.



## Closing up

Guide the debriefing using the following questions:

- How did you like the activity?
- Was there anything difficult?
- Did you discover anything new?
- Can you make sense of this exercise if you think about online communication, relationships, misunderstandings, and conflicts?



## Comments/hints for facilitators

Invite participants who initiate the movement, to be creative and make a complex movement, using different parts of the body.



## Participants

Between 10 and 20 participants



## Objectives

- To foster observation and non-verbal communication
- To foster team building



## Duration/Time

15 minutes. The activity takes place in the middle of the session



## Materials

Big room or open space where participants can move freely



## Check-in



### Preparation

None



### Step by step description

Ask participants to make a quick round sharing in a few words/ sentences how they feel.



### Closing up

Thank the participants, validating all different emotions and states of mind present in the room.



### Comments/hints for facilitators

Invite participants to say more than just “well” and “not well”, but do not force them if they do not feel like sharing more information.



### Participants

Between 2 and 25 participants



### Objectives

- To break the ice and assess the energy of the group
- To foster verbal expression, active listening, and validation of emotions
- To foster team building



### Duration/Time

10 -15 minutes (depending on the number of participants).  
At the beginning of the session



### Materials

None



# Diversity Triangle



## ✓ Preparation

Divide participants into groups of three

## ➤➤ Step by step description

1. Give each group a piece of paper and a marker, or in the online version assign them a Jamboard.
2. Invite them to draw a triangle, writing at each angle the name of one of the group members.
3. Ask them to write along the sides something true for the two people that the side connects, but which is not shared with the third person.
4. Ask them to write in the middle something that they all share.
5. Ask them to write next to their name something that makes them unique (which is not shared with the other two team members).

Once the activity is finished, invite the participants to come back to the big group and, in turn, present their triangles.

## 💬 Closing up

Guide the debriefing by asking questions about the triangle and how they felt about it but also using the following questions:

- How did you like the activity?
- Was there anything difficult?
- Did you discover anything new?
- What do you share? What makes you unique?

## ✨ Comments/hints for facilitators

This activity is very useful for investigating what the participants share and what makes them unique. It helps to recognize and give value to the diversity present in the group.

## 👥 Participants

Between 3 and 30 participants - the number must be divisible by 3

## 🎯 Objectives

- To foster mutual knowledge and understanding
- To identify and value diverse identities

## 🕒 Duration/Time

Between 15 and 20 minutes. At the beginning of the session

## 📎 Materials

- Paper sheets
- Pencils/pens/markers

The activity can be also carried out online, using Jamboard<sup>52</sup>. In this case, participants will need to use a computer, tablet, or smartphone.

52 <https://jamboard.google.com/>



## Preparation

Prepare the room/space so that it is as spacious as it can be, without obstacles

## Step by step description

1. Ask participants to stand in a circle.
2. Explain that when a person says "GO" to someone, the second person transforms into an imaginary character with the aim of catching the first one. The imaginary character will start walking towards the first participant crossing the circle with their arms stretched out in front.
3. The person who said GO can't move from their spot and can only be saved when another person looks at them and says GO.
4. In this case, the person who was about to be caught transforms into the imaginary character and starts walking towards the person who freed them. The old imaginary character takes the new imaginary character's place in the circle, and so on.

The person about to be caught cannot speak at all, but can only ask a person for help by looking them in the eyes.

## Closing up

Guide the debriefing by asking the following questions:

- How did you like the activity?
- Was there anything difficult?
- Did you discover anything new?
- What did you learn about asking for help? What about non-verbal communication?

## Comments/hints for facilitators

Start with one imaginary character, but then increase the number of those creatures to encourage attention and presence in the group. The more challenging the activity, the more fun it is.

When participants make mistakes during the activity, remind them that those are normal and that they represent learning opportunities that should be celebrated, instead of provoking shame.

## Participants

Between 5 and 30 participants

## Objectives

- To foster presence and attention in the group
- To get used to looking in the eyes, and to move freely in the circle
- To practise the ability to ask for help and non-verbal communication
- To relax, feel comfortable, have fun and break the ice

## Duration/Time

10 - 15 minutes. At the beginning of the session or after a break

## Materials

Big room where participants can move freely



## Hello with the body and de-mechanisation (I)



### Preparation

Prepare the room/space so that it is as spacious as it can be, without obstacles



### Step by step description

1. Invite the participants to walk around the space and explore it in silence.
2. Ask them to avoid walking in circles and to change direction every once in a while.
3. Ask them to greet each other once they meet, while they keep walking:
  - looking at each other's eyes
  - touching each other's right elbow
  - touching each other's left knee
  - touching each other's right ankle
  - touching each other's back

Feel free to add body parts and/or skip some of the ones suggested, according to the group and diversities present.

You can decide to end the exercise here or proceed with the following part.

4. Now that the participants have greeted each other, ask them to keep walking in the room. Call their usual pace "speed number 5".
5. Then, ask them to walk at different speeds between 1 and 10 (1 being the slowest and 10 the fastest).
6. While doing so, invite the participants to observe the rest of the participants.
7. Now explain that when one participant stops, the entire group should stop and when someone starts to walk again, the whole group should walk too.
8. Once the participants have tried this out a few times, invite them to fill the empty parts of the room.
9. Then, ask them to walk where the space is full of people, as close as possible to each other.

If necessary, remind the participants to carry out the exercise without speaking. Ask them to not stop walking and to keep silent.

10. Now, tell the participants that you will give them a series of instructions they will have to follow.

- *When I say "GO" you go; when I say "STOP", you stop walking.*

Try it several times then add new instructions.

- *When I say "NAME", shout your name; when I say "CLAP", clap your hands.*



### Participants

Between 5 and 20 participants



### Objectives

- To energise the group at the beginning of a session and/or when the energy is low
- To warm up the group and foster relation among the participants
- To foster attention and go beyond automatic movements and ways of thinking, increasing spontaneity and improvisation



### Duration/Time

Between 10 and 30 minutes. Anytime, but it is recommended to be carried out at the beginning of a session or before an activity that requires using the body and non-verbal communication



### Materials

Big room or open space where participants can move freely



## Hello with the body and de-mechanisation (II)



### Step by step description

Try, then to combine the previous instructions: "Go!...Name!...Stop!...Go!...Clap!"

Once the group masters all of the instructions continue:

- When I say "SKY", raise your hand to the sky; when I say "GROUND", squat down and touch the ground with your hand.

Try, then to combine the previous instructions: "Go!...Name!...Sky!...Go!...Ground!...Clap!"

Now you will reverse everything as follows:

- When I say "GO", you will stop and when I say "STOP" you will walk again.

Try several times.

- When I say "NAME" you will clap and when I say "CLAP" you will shout your name" or When I say "SKY" you will touch the ground and when I say "GROUND" you will raise your hand to the sky.

Give the instructions at a progressive pace, pushing the game to its most difficult point and then returning to normal or even a slow pace.



### Closing up

Guide the debriefing by asking the following questions (although you can add new ones according to what the group shares with you):

- How did you like the activity?
- Was there anything difficult?
- Is there anything that you particularly enjoy?



### Comments/hints for facilitators

When people are asked to walk freely in a wide space, they easily fall into patterns: they will tend to walk in a circle, follow the same path, and walk next to a person they already know. Frequently remind the participants to change their directions, avoid walking in circles and explore all the space. As a reaction to feeling uncomfortable, participants might tend to laugh or talk; remind them that the exercise needs to be carried out in silence.

Some people will feel comfortable with looks and touch with unknown people, but others can find it difficult and uncomfortable. The same applies to speed and slowness. During the activity and the debriefing try to keep attention on these aspects, while welcoming and giving value to diversity.





# How are you with an element of nature



## Preparation

Ask participants to stand up and make a circle.



## Step by step description

Invite participants one by one to express how they feel today using a nature element e.g. "I feel like a rainbow", "I feel like a cloud", "I feel like a storm" etc.



## Closing up

In the circle, recognize and validate the diversity of emotions and feelings expressed by the group. Allow adding some comments if necessary



## Comments/hints for facilitators

To give an example you can start expressing how you feel using a nature element. Do not prepare in advance what you will say: allow yourself to be sincere and share how you really feel with the participants.

Remind participants to respect and not judge the feelings of their peers and to give them the time and space to express themselves freely when it is their turn.



## Participants

Between 6 and 30 participants



## Objectives

- To check how the participants arrive at the session
- To express how one feels
- To foster active listening
- To foster imagination, creativity, metaphorical thinking
- To build empathy
- To break the ice and build a relaxed atmosphere



## Duration/Time

10 minutes approx. (it depends on the number of participants). At the beginning of the session



## Materials

Big room where participants can move freely



# How are you with a movement



## Preparation

Prepare the room/space so that it is as spacious as it can be, without obstacles

## Step by step description

1. Ask the participants to stand in a circle and check how they feel.
2. Invite participants, one by one, to make a step forward towards the centre of the circle, say their name, and make a movement and a sound (optional) expressing how they feel.
3. Once done, the participant returns to their place in the circle and the floor passes to the next participant.

## Closing up

In the circle, recognise and validate the diversity of emotions and feelings expressed by the group. Allow adding some comments if necessary.

## Comments/hints for facilitators

To facilitate active listening and foster empathy, you can ask the whole group, stepping forward, to reproduce the gesture and sound of each participant once they have returned to their place in the circle.

Remind participants to respect and not judge the feelings of their peers and to give them the time and space to express themselves freely when it is their turn.

## Participants

Between 6 and 30 participants

## Objectives

- To check how the participants arrive at the session
- To foster active listening and observation
- To foster imagination, creativity, and non-verbal communication
- To break the ice and build a relaxed atmosphere

## Duration/Time

10 min approx. (it depends on the number of participants). At the beginning of the session (especially if afterward you will be working with the body and acting).

## Materials

Big room where participants can move freely



# How are you with a statue



## Preparation

Prepare the room/space so that it is as spacious as it can be, without obstacles

## Step by step description

1. Ask participants to stand in a circle.
2. Each person has to ask the person facing them across the circle how they feel. The answer has to be in 3 words (for example: happy, motivated, tired).
3. The person who asked the question will have to take a step forward and express one of the 3 words with a statue or corporal figure.
4. The two people standing next to this first statue, have to represent the other 2 words.
5. The person who has said the 3 words can get closer and modify the statues until they are happy with the result. When the person feels the three statues represent how they feel, they clap their hands in approval and the 3 people release the statue and go back to the circle.

Repeat until everyone in the circle has expressed their 3 feelings

## Closing up

Thank everyone for their participation and welcome the diversity of feelings/states present in the room. Allow adding some comments if necessary.

## Comments/hints for facilitators

With this activity we awaken the body, but we also practise listening, interpreting, and welcoming the different approaches and feelings present in the group. We also take a moment to listen to ourselves and perhaps recognize ourselves in what others say, we listen to our body, to its memory and wisdom.

## Participants

Between 8 and 20 participants

## Objectives

- To check how the participants arrive at the session
- To foster imagination, creativity, and non-verbal communication
- To break the ice and build a relaxed atmosphere
- To warm up the body

## Duration/Time

Between 15 and 30 minutes. At the beginning of a session

## Materials

Big room or open space where participants can move freely



# Human Map



## Preparation

Prepare the room/space so that it is as spacious as it can be, without obstacles



## Step by step description

1. Ask participants to stand in a circle.
2. Determine the cardinal points (north, south, east, and west) in the room with the group.
3. Explain to the group where the “world” is on the floor: move around to show everyone where each continent is.
4. Now tell participants that you will ask a set of questions and invite them to move into the room according to their answers:
  - Where were you born?
  - Where was (one of) your parent(s) born?
  - Where was (one of) your grandparent(s) born?
  - If you had no restrictions, where would you want to live for one year?

At every stage, ask the group to explain where they are in the “world”.



## Closing up

Guide the debriefing by using the following questions:

- How did you like the activity?
- Was there anything difficult?
- Did you discover anything new?

This activity is meant to make visible the geographic/origin diversity that exists in the group; debrief on it with them!



## Comments/hints for facilitators

Draw attention to the fact that some/all participants might have a migration experience or a desire to migrate.

You can change the proposals at any time. You can create a smaller map (e.g. a city) and ask everyone to identify where they live or places that are useful or good for them or even their favorite place for example.



## Participants

Between 5 and 30 participants



## Objectives

- To foster awareness of identities and diversities present in the group
- To foster mutual knowledge and understanding



## Duration/Time

Between 20 and 30 minutes. At the beginning of a session



## Materials

Big room or open space where participants can move freely



# Like, Post, Selfie (I)



## Preparation

Prepare the room/space so that it is as spacious as it can be, without obstacles



## Step by step description

1. Ask participants to stand up and make a circle
2. Explain to participants that in this game you will be taking a cue from some activities that are normally done on social media.
3. Explain that in the exercise you can send energy from one participant to another by following some simple rules:
  - a. To send it to the participant on the right for example you have to turn towards the peer and say "I like it" by making the sign of the raised thumbs.

Take a couple of turns to try out this command.

- b. To send it to the left you have to say "post" by making towards the partner on the left the wave movement with your hand.
- c. To change the direction of the energy/reject it, participants need to say "block" by raising their hands, when someone sends them a "like" or shares a "post". In that case, the energy returns to the sender who sends it in the opposite direction.

After practising these commands a little, you introduce a new action: 'selfie'.

- d. When participants want to use this action, they need to go to the centre of the circle and pose for a selfie. The other participants react by saying in chorus 'like' and raising their thumbs. The person who took the 'selfie' returns to their place and sends the energy to someone else. A selfie cannot be blocked.

Once this command has also been assimilated, explain to the participants the last action: 'share'.

- e. When the person with the energy says 'share', all participants change places in the circle as quickly as possible.

Play freely with these actions for as long as you feel it necessary.



## Participants

Between 6 and 30 participants



## Objectives

- To listen to the group and cooperate with peers
- To practise turn-taking
- To combine verbal expression and body movement
- To work on concepts related to the use of social networks, such as "like", "share", "block", "post" and "selfie"



## Duration/Time

30 minutes. At the beginning or middle of the session



## Materials

Big room where participants can move freely



## Like, Post, Selfie (II)



### Closing up

In the circle, start asking how this exercise was for the participants, what they found easy, what they found difficult, and if they noticed anything specific.

Explain that this activity serves to introduce the possibility of liking or disliking something. On social media, it is very easy to say if you like or dislike something or block someone. Ask the participants if they have ever done any of the actions that they have played with now.

Stimulate the participants with some questions about their actions on social media, for example:

- What happens when we post something and we get likes?
- What do I want to get when I post something?
- Am I posting something so that the person I like will see it and like it?
- What makes you block someone?
- How do we decide whether to make an account public or private?
- Can I have a private account, and then have best friends who can only see images that I want? Can you have an account and define who sees what?
- Can anyone decide to share what I post? Does this happen (that someone posts something and someone else shares this content)?
- Can I share a picture of other people on my profile without their consent?
- Have you ever shared something that you didn't have consent to, and why is that?



### Comments/hints for facilitators

Start the exercise by asking participants what actions they normally do on social media.

During the exercise, continually stimulate attention, listening, and teamwork among the participants; to increase the energy challenge the participants to pass the energy more quickly and without pause.



# River of expectations and fears (I)



## Preparation

Divide the group into smaller ones, having ideally not more than four/ five participants per group. You can do this in different ways.

The one we propose is:

- Ask the participants to walk around the space.
- Ask them to walk at their normal rhythm, trying to explore different parts of the room and avoiding walking in circles.
- When they cross some other participants, ask them to say hi to each other with their eyes.
- Ask them to freeze when you will say "STOP" and to walk when you will say "WALK".
- Once they are frozen, ask the participants to look around and acknowledge who is closer and who is further.
- Ask them to balance the use of the space, moving towards parts of the room that are more empty and freeing those spaces that are crowded.
- Ask them to walk again, and to stop if one person stops. If one person stops, everyone stops; if one person walks, everyone walks.
- Now ask them to make groups of 4.
- Ask them to start walking again



## Step by step description

1. Ask each group to take a flipchart and a marker.
2. Ask them to draw a river that symbolises the duration of the training or the workshop.
3. Ask them to write on the river their expectations for the training.
4. Ask them to also draw stones of whatever they think could symbolise challenges/difficulties/fears that could be encountered during the training.

Give the participants 15 minutes to complete the task.



## Participants

Between 10 and 30 participants



## Objectives

- To check expectations and fears of the group
- To get participants to know each other and to be familiar with the space
- To promote teamwork, sharing and listening between the participants



## Duration/Time

30 minutes. At the beginning of the session



## Materials

- Flipcharts - 1 per group
- Markers - at least 1 per group



## River of expectations and fears (II)



### Closing up

After 15 minutes ask them to go back to the plenary, where one representative of each group will present the group's river. Give the others the possibility to add more details if they want to.



### Comments/hints for facilitators

This activity can be used with all target groups: students, school staff, and families and it can have different goals. It is important that the facilitator has clear in mind what is the purpose of the exercise.

It can be done individually; it can be used for self-evaluation/assessment, and the river can also be substituted by post-its to put on a common river (and then discussed together) so that participants feel less exposed.





# Shaking hands (I)



## Preparation

Prepare the room/space so that it is as spacious as it can be, without obstacles



## Step by step description

### PART 1

1. Ask participants to stand in a circle.
2. Explain that they will all have the chance to introduce each other, one by one.
3. The first person will get out of the circle and will walk towards another person. When they are in front of the other person, they will shake hands and they will both say their names.
4. The person who was approached by the first participant will now walk towards another one and repeat the same. They will say their names, while shaking hands with the other person who will also say their name.

The activity continues until all of the participants have walked towards another participant and shook hands

### PART 2

5. Ask participants to repeat the same activity, but now instead of saying their own name, they will say the name of the person they are approaching. The first person will get out of the circle and will walk towards another person. When they are in front of the other person, they will shake hands and say "Hi + *THE NAME OF THE PERSON THEY ARE GREETING*".
6. The person who was approached by the first participant will now walk towards another one and repeat the same. They will say "Hi + *THE NAME OF THE PERSON THEY ARE GREETING*", while shaking hands with the other person that will also say "Hi + *THE NAME OF THE PERSON THEY ARE GREETING*".

The activity continues until all of the participants have walked towards another participant and shook hands.



## Participants

Between 6 and 20 participants



## Objectives

- To get to know each other and the names of each one
- To get familiar with the space and the fact of being observed by the group
- To allow people to approach each other and break the ice.



## Duration/Time

10 minutes. At the beginning of a session



## Materials

Big room where participants can move freely



## Shaking hands (II)



### Closing up

Guide the debriefing by asking the following questions:

- How did you like the activity?
- Was there anything difficult?
- Did you discover anything new?



### Comments/hints for facilitators

It is easier if the facilitator explains the activity and makes a demonstration to show how it works.



# Superheroes (I)



## Preparation

Prepare the room/space so that it is as spacious as it can be, without obstacles



## Step by step description

1. Ask participants to come to the centre of the room and make a circle.
2. Ask them to take a moment to look around at other participants and recognize each other.
3. Explain to the participants that the energizer that the group is about to carry out is called Superheroes and that each superhero has a specific movement and sound.
4. The first one is a female superhero: Flash Woman. Her movement consists of putting the hand together and sending energy to the right while saying "Schup".

Test the movement and carry out a few rounds.

5. The second superhero is the Incredible Hulk. His movement consists in elevating his fists while saying "Ah". His power is to change the direction of the energy he receives from Flash Woman.

Test the new movement and carry out a few rounds.

6. The third superhero is Spider Woman. Her movement consists of directing the right arm toward the person she wants to send the net to while bending the knee. The sound she makes is "Truuuu". Her power is to pass the energy to any other person in the circle.

Test the new movement and carry out a few rounds.

Ask the participants to commit to reproducing the right sound and movement, as they are codes.

Ask them to increase the speed and the rhythm of the game without losing concentration.



## Participants

Between 10 and 30 participants



## Objectives

- To focus and learn how to be present in the moment
- To relax the body and involve it in the practice and communication with others
- To connect with each other and be aware of the group
- To memorise moves and sounds and foster coordination between mind and body
- To celebrate mistakes: value each person as a resource and mistakes as learning opportunities



## Duration/Time

10-15 minutes. At the beginning of the session



## Materials

Big room where participants can move freely



## Superheroes (II)



### Closing up

Guide the debriefing by asking the following questions:

- How did you like the activity?
- Was there anything difficult?
- Did you discover anything new?



### Comments/hints for facilitators

This simple and fun exercise is really powerful and can open the door to a lot of thinking.

Sometimes people lose concentration a few moments before their turn, due to anxiety or the fact that they are thinking about the movement they are going to make. If this happens, don't miss the opportunity to remind participants that in this exercise, as on many other occasions in our lives, we are part of a group: it is not so much what we do that is important, but our presence and the listening and support we can provide to our companions. Invite them to bend their knees a little, to let their hands and arms loose along their bodies and to look at each other, being ready to receive, pass or refuse the impulse.

Especially with children, but also with adults, it can happen that the energy stays mostly in one section of the circle, bouncing between the participants playing with each other without considering the rest of the group. Normally the other participants soon become frustrated with waiting. We suggest not intervening and not forcing participants to pass the energy on to each other. It is OK if they want to experience something with each other and put their relationship into practice. Do not interrupt their dynamic and let the group manage itself. When the energy returns to you, interrupt the exercise for a brief moment. Take the opportunity to briefly ask if anyone has noticed anything, any particular dynamic within the group, or if they feel that everyone has had an equal chance to enjoy themselves. Ask if anyone can acknowledge that they had more times the energy than the other participants. Thank them if someone raises their hand (it is not easy to admit this in front of everyone). Ask the participants who, in their opinion, is responsible for taking care of the group and ensuring that the energy reaches all its members equally. Usually, after a while the group agrees that the responsibility lies with the group itself, with all its members. With this new knowledge, you propose to start the exercise again, but this time paying attention to whether, with the movements learned, you can have fun and satisfy your own desire to play, while at the same time preserving and taking into account the desire of others to participate in the dynamic.



# Two lies, one truth



## Preparation

Have the material prepared to be distributed.



## Step by step description

1. Give each participant a red and green card and a small piece of paper.
2. Ask the participants to write on the paper three statements about themselves, only one of which is true and two of which are lies.
3. Ask the participants to read their statements outloud.
4. After each participant reads the three statements, the rest of the group will guess which is the truth and which are the lies, using the green and red cards respectively.

Option: Before each vote, the participants can ask the person whose statements are being read, questions – they can answer sincerely or lie to make it hard for the others to know what is the truth and what is a lie.



## Closing up

Guide the debriefing by asking the following questions:

- How did you like the activity?
- Was there anything difficult?
- Did anything surprise you?



## Comments/hints for facilitators

After the exercise, make the group reflect on how hard it can be to distinguish truths and lies on the Internet and the importance of having strategies that can help them to do so.



## Participants

Between 5 and 15 participants



## Objectives

- To get to know each other
- To learn new and/or fun facts about each other
- To realise that it is not always easy to distinguish the truth from a lie



## Duration/Time

10 min. At the beginning of the session



## Materials

- Green and red cards (as many as the number of participants)
- Paper sheets (as many as the number of participants)
- Pens or markers (as many as the number of participants)



# Welcome to diversity (I)



## Preparation

Prepare the room/space so that it is as spacious as it can be, without obstacles.



## Step by step description

1. Ask participants to stand in a circle facing the centre and looking at each other.
2. Explain that you are going to make a series of statements and that each time those who agree are invited to take a step forward towards the centre, while everyone else stays still in the circle.
3. After each statement, invite the participants to look around and recognize both those who moved and those who stayed, without judgement.

Remind them that there is no correct or wrong answer and that we are doing this exercise to recognize and give value to the diversity present in the group

### Examples of statements:

Please take a step forward if you:

- Feel tired.
  - Feel curious about the workshop/training.
  - Took more than half an hour to come to today's session.
  - Sometimes have felt bad because you didn't understand a class.
  - Would like to be in a class without noise or shouting.
  - Sometimes have felt ignored or bad because your emotions or needs have not been respected by other people.
  - Have been verbally, psychologically, or physically assaulted by a classmate.
  - Use the Internet to look for information/news that interests you.
  - Use applications that connect you to other people
  - Have ever quit an app because you felt uncomfortable with what was shared.
  - Use applications to play games.
4. Every time that you make a statement, ask some participants (both those who took a step forward and those who stayed) why they positioned themselves in a certain way and how this aspect affects them.
  5. At the end of the activity, thank everyone for their participation and welcome the diversities that are present in the room, both those that were named and those that were not, as well as those that may not affect the group but are also present in society.



## Participants

Between 10 and 20 participants



## Objectives

- To recognise and welcome the diversities present in the group
- To understand intersectionality, and how the axes/elements that constitute one's identity affect the way people interact and have an impact on society
- To understand roles and powers connected to identities



## Duration/Time

Between 15 and 20 min.  
At the beginning of the session



## Materials

Big room or open space where participants can move freely



## Welcome to diversity (II)



### Closing up

Guide the debriefing using the following questions:

- What was easy?
- What was difficult?
- Did you discover anything new about yourself?
- How does the way we position ourselves in the world or in life have a consequence in our relations in society?



### Comments/hints for facilitators

This exercise is meant to welcome the diversity of the group and work on intersectionality which is the interaction between two or more social factors that define a person (identity aspects such as gender, ethnicity, race, and geographic location).

In the description of the activity, you can find examples of statements. However, you can adapt them to the group to use this activity to work on intersectionality, and identities and ask questions that can give you information about the view of the participants on the topics that are central to your workshop/training.



Voy a mandarte una foto, confío en esta persona.



## Digital Presence Activities





# Apps and platforms used in formal learning/teaching



## Preparation

None



## Step by step description

1. Divide the participants in groups of 3 or 4 people.
2. Ask the participants to make together a list of apps and platforms that are used in online learning/teaching and write them down on the flipchart.
3. Ask them to write next to each platform what it is, what is difficult about it and what are the pros and the cons of using them.
4. Ask them to share



## Closing up

Guide the debriefing by asking the following questions:

- What is the function of these platforms?
- Do these platforms work well? Do they meet your needs?
- What are the privacy security criteria governing these platforms?



## Comments/hints for facilitators

You can use this activity to learn more about the difficulties and concerns that participants have when it comes to online learning, as well as their strategies to cope with them or proposals for a better use of those powerful resources.



## Participants

Between 5 and 25 participants



## Objectives

- To share and learn about the different platforms available for online teaching
- To raise awareness about the amount of information that both adults and children receive daily from the web
- To raise awareness about multinationals' presence in the contemporary educational system
- To raise awareness about students' need in digital learning environments



## Duration/Time

30 minutes. In the middle of the session



## Materials

- Flipchart
- Marker



# Apps used in leisure time (I)



## ✓ Preparation

Prepare the slides to be projected ([bit.ly/sophie-apps](https://bit.ly/sophie-apps)).

## 👥 Participants

Between 5 and 25 participants

## 🎯 Objectives

- To realise how much we know and don't know about the Internet and about what children can do online
- To be more aware and have more knowledge about the apps used by children and young people in their leisure time
- To think collectively about the positive and negative aspects of the Internet

**Mobile apps**

Instagram, Tik Tok, Twitter, Facebook, Youtube, WhatsApp, Telegram

**Snapchat**: Messaging application that allows you to send photos and videos that disappear after being viewed. You can also create 'stories' that can be viewed for 24 hours before disappearing. Snapchat also offers a chat and video calling feature.

**Discord**: Communication platform designed for communities of players. It allows users to communicate via text, voice and video messages in real time, as well as share files and links.

**Twitch**: Streaming platform that allows you to broadcast and view live video of video games, electronic sports, music, talks, podcasts and other types of content. Users can interact with other users in real time through an integrated chat. Twitch also has a paid feature to access additional features.

**Meetme**: Social networking app that focuses on helping you meet new people and make friends online. The application allows you to register and create profiles, share photos and messages, and search for other users nearby who share your interests. MeetMe is also often used as a dating platform.

**Tumblr**: Microblogging platform that allows users to post text, images, videos, GIFs, and other types of content online.

**Meetup**: Platform that allows you to create and join local groups with common interests.

Resource created within the framework of the SOPHIE project - [www.sophieproject.eu/](https://www.sophieproject.eu/)

**Mobile apps**

**spotafriend**: Online dating app designed specifically for teens.

**Tinder**: Online dating application that allows users to search and find potential romantic partners. Users create a profile that includes photos and a brief description of themselves. If two users 'like' each other, a 'match' is created and they are allowed to send messages through the app.

**grindr**: Mobile dating app designed specifically for gay, bisexual, trans and queer men.

**SKOUT**: Dating application that allows users to connect with other nearby users through the geographic location of the mobile device.

**onlyfans**: Platform that allows users to create content and sell it directly to their followers. It is often associated with mature content, but the platform is also used to share content related to fashion, food, music, and other topics.

**Bumble**: Dating app that focuses on giving women control in the online dating process. On Bumble, only women can send the first message to men.

**Fortnite**: Online video game that features individual, duo, and team game modes, as well as online tournaments and events. The game is free to play, but offers in-app purchases of cosmetic items to customize the player's appearance and weapons.

**clash royale**: Online multiplayer card-based real-time strategy game. It is free to download and play, but offers in-app purchases to buy in-game currency for faster card collection and gaming skills.

**ROBLOX Roblox**: Online gaming platform that allows you to create, play and share games. Users can join groups and socialize with friends online. Roblox also features a virtual economy system, in which users can buy and sell virtual items using the in-game currency, Robux. The platform is free, although it offers in-app purchases to buy additional Robux.

Resource developed within the framework of the SOPHIE project - [www.sophieproject.eu/](https://www.sophieproject.eu/)

Using this activity with a group of students can be useful to flip the roles, break the distance among pupils and adults and give students the possibility to explain things to the adults

## 🕒 Duration/Time

30 minutes. In the middle of the session

## 📎 Materials

- Computer
- Projector
- List of apps: [bit.ly/sophie-apps](https://bit.ly/sophie-apps)



## Apps used in leisure time (II)



### Step by step description

1. Show the participants a list of apps that are used during leisure time and ask them which one they know, what they know about them and which one they do not know.
2. Ask the participants about the positive and negative aspects of each app and the risks that using them might generate.
3. Take the time for participants to discuss each one of the apps and even add new ones that are not included in the slides.



### Closing up

Assess the knowledge of the group and remind participants of the importance of recognizing and addressing the risks of the Internet, as well as valuing its positive aspects.



### Comments/hints for facilitators

If you carry out this activity with adults (families or teachers), remind them of the importance of discussing online risks and safety with children, and of being open to learning from them.

If you carry out this activity with children/young people, give them the time to share the information about those apps, as well as their experiences with them, their concerns, and their strategies to address the risks that the apps might suppose.



# Cardinal points (I)



## Preparation

Mark a cross with the paper tape on the floor, leaving the space divided into 4 quarters.

Prepare some questions about the topic that can be answered by choosing between 4/5 options (the 4 spaces and the centre of the cross).

For each question assign 1 possible answer to each space.

## Step by step description

1. Explain the rules of the exercise and give some examples, and then start asking questions.

Here are some examples:

*How many hours do you connect to the Internet per day?*

- 1) *Between 2 and 4 hours*
- 2) *Between 4 and 8 hours*
- 3) *More than 8 hours*
- 4) *I do not use the Internet*

*Which app do you use the most?*

- 1) *WhatsApp*
- 2) *Instagram*
- 3) *TikTok*
- 4) *Others (Which ones?)*

*You connect mainly to:*

- 1) *Be in touch with other people*
- 2) *Interests in sports*
- 3) *Online games*
- 4) *Music*

*Do you know anyone who, without looking for it, has been exposed to pornography while on the Internet?*

- 1) *No*
- 2) *A few*
- 3) *Many*
- 4) *It happens to everyone*

2. Let the participants add details and explain their answers. Add questions and make observations so that the themes that emerge can be deepened.

## Participants

Between 6 and 30 participants

## Objectives

- To gather information about the participants' relationship with technology
- To stimulate reflection and debate on the use and risks of the Internet
- To visualise different habits and possible uses of technology

## Duration/Time

10-15 minutes  
(depending on the number of participants).  
First half of the session

## Materials

- Big room where participants can move freely
- Paper tape



## Cardinal points (II)



### Closing up

Thank the participants for sharing their valuable experiences and recognise the discomfort that talking about certain topics can generate.



### Comments/hints for facilitators

Feel free to adapt the questions to your target group. The ones listed above were mainly designed to carry out this activity with children.

Don't be afraid to follow the flow of themes that emerge spontaneously from each question. Take advantage of comments and jokes to ask for more explanation and stimulate reflection.

If you notice a tense, embarrassed, or particularly excited atmosphere in relation to certain topics (e.g. pornography), verbalise it. Admit that these are taboo topics that often generate difficulties even in adults.



## Challenging conversations/ guidelines for critical thinking (I)



### Preparation

Prepare the guiding questions and tips:

1. Who created this message?
  - All media messages are 'constructed.'
2. What creative techniques are used to attract my attention?
  - Media messages are constructed using a creative language with its own rules.
3. How might different people understand this message differently?
  - Different people experience the same media message differently.
4. What values, lifestyles, and points of view are represented in, or omitted from, this message?
  - Media have embedded values and points of view.
5. Why is this message being sent?
  - Most media messages are organised to gain profit and/or power.

Project or print a paper with the questions and tips.

Prepare a description of a specific situation related to Internet risks and involving a conversation between a teacher/family member and some students/children.



### Step by step description

1. Explain to the group that this exercise was designed to go deeper into investigating what happens when difficult conversations on digital health and safety take place and how we can foster critical thinking around those topics.
2. Provide participants with a set of questions and tips and invite them to work in groups of 4-5 participants.
3. Give each group a situation around risks connected to the use of the internet. They could be for example:
  - a. Internet overuse: a child has a problem with overusing the Internet and a teacher, a family member, or some friends try to help develop critical thinking about it.
  - b. Betting online: a child/youngster has a problem with gambling/ sees betting online advertisement/uses betting online platforms and the people close to them ( teachers, familiars, friends, educators...) try to help develop critical thinking about it.



### Participants

Between 5 and 25 participants



### Objectives

- To promote critical thinking, context analysis and group facilitation skills
- To practise the ability to recognize problem and find solutions
- To acquire tools and strategies and be more prepared to face difficult and uncomfortable conversations related to online risks



### Duration/Time

30 minutes. In the middle of the session



### Materials

A computer and projector on printed papers with the guiding questions and the tips.



### » Step by step description

- c. Consent and privacy: Students took pictures of teachers or classmates and shared them with disparaging messages, and people close to them ( teachers, familiars, friends, educators...) try to help the victim or the person who shared the picture develop critical thinking about it.
  - d. The same with other kinds of risks: sexting, cyberbullying, pornography, revenge porn, catfishing, etc.
4. Ask each group to practise those conversations on pornography, gambling or cyberbullying, acting as if one person was a teacher/ family member and the others were students, using the questions provided as guidelines.

Remind participants who will play the role of adults to also keep in mind the tips regarding online strategies of communication. They can also come up with new questions.

Below you can find an example of dialogue that was improvised by a group of adults during the implementation of this exercise:

#### **Situation: a student has been cyberbullied**

**Student 1:** I received a photo on WhatsApp with a picture of myself with horrible things written down. I had a moustache...

**Teacher:** Who do you think created the message?

**Student 1:** I think one of my classmates did it. But then someone else sent the picture to all the school and now everyone is laughing at me. When I walk around everyone is chatting and laughing.

**Teacher:** What kind of people might have done this?

**Student 2:** Maybe it's revenge because she is very popular!

**Student 1:** Someone who is not my friend. My friends would never do that!

**Teacher:** Why did they draw and write all of that?

**Student 1:** To criticise me because I don't pay much attention to my body.

**Teacher:** Why do you think it was shared? What might be interesting about it?

**Student 3:** She looks ridiculous in that picture.



## Challenging conversations/ guidelines for critical thinking (III)



### Step by step description

**Teacher:** Do you think that people might react differently when they see the picture?

**Student 1:** Yes, Maria deleted the picture and came to me to talk.

**Student 4:** I found the message not very important, just funny, it happens all the time...

**Student 1:** But it's possible that tomorrow people do the same to others.

**Teacher:** If you have gone through such a situation, maybe you are more keen to delete something like this.

**Student 5:** But then you are scared that people could do the same to you.

**Teacher:** Some people say that girls or women can be just one way. Do you think that people who did it think like that? Why did they take the picture and did this?

**Student 3:** Just to have fun.

**Teacher:** So they don't care about others...this says something about their values. Would you want to be like them?

**Student 1:** Sometimes we do things for fun, without the intention of hurting others.

**Teacher:** For you it is important to take care of people, right? Why do you think other people forwarded this kind of message?

**Student 6:** Just to make a joke.

**Student 1:** Haven't you thought about me?

**Student 6:** It's just a joke

**Student 1:** It's not always a joke.

**Student 4:** They wanted to create some gossip and stop classes...and we succeeded.

**Student 7:** To feel that they have the power.



### Closing up

Bring all the groups together and guide the debriefing by asking the following questions:

- How was it?
- What was easy/difficult?
- Someone wants to explain what happened in their group?
- Were the guidelines useful?
- Were you able to solve the problem or foster critical thinking in your group? If not, why? What was missing?
- Have you added other questions that were not in the guide? Which ones? Why? Were they effective?





## Challenging conversations/ guidelines for critical thinking (IV)



### Comments/hints for facilitators

This is an exercise that can be done with adults, education professionals, teachers, and families but it also gives tools and strategies that can be applied directly in real life with a class of students or a generic group of people.

It can be useful to first show an example of improvisation between the facilitators and some volunteers.

Sometimes the word 'message' in the guiding questions does not fit the specific situation. We propose changing it to one that fits better, such as 'content', 'platform', 'advertising', etc.

For example: in the case of a person playing on an online betting platform, the question would be:

- Who created the platform?



# Critical incident with memes



## Preparation

- Select images and print them out.
- Place the images on a plane surface (or on the floor)



## Step by step description

1. Ask teachers to take a few seconds to choose the picture that calls their attention
2. Ask them to make a circle and show the picture they have chosen. If more teachers have the same picture, ask them to group together
3. Guide the conversation by asking the following questions (ask them one at the time and let all participants answer in turn):
  1. What do you see (objectively)? Please describe the image.
  2. What does it cause in you? Does it make you think about something else? Does it remind you of something? Could you think of a story behind this image?
  3. Which of your values are challenged?
  4. Which values are on the other side (both who is depicted in the image and who might have created the meme)?

If you decide to have participants work in small groups instead of individually, leave a few minutes at the end for them to be able to present and discuss the main points with the rest of the group.



## Closing up

Guide the debriefing by asking the following questions:

1. How did you like the activity?
2. Was there anything difficult?
3. Did you discover anything new?



## Comments/hints for facilitators

This can be a difficult activity for teachers as the images and following discussions might question their belief systems and values. Make sure to give the time and support to everyone to express themselves.



## Participants

Between 5 and 25 participants



## Objectives

- To promote critical thinking
- To practise the ability to recognise the impact that certain images or messages have on us
- To question mainstream values and belief systems



## Duration/Time

30 minutes. In the middle of the session



## Materials

Printed pictures of memes with discussion-provoking messages (bodyshame, cyberbullying, pornography, gambling, gaining easy money, etc.) You can search and easily find these images on the Internet.



# Defining inclusive and safe online learning



## Preparation

None



## Step by step description

1. Ask participants to make groups of four.
2. Give two flipcharts and a marker to each group.
3. Invite them to think, share and write down:
  - a. Definition of safe online learning
  - b. Definition of inclusive online learning
4. Give each group twenty minutes to think, discuss and write down the definitions.
5. Ask a representative of each group to present the results to the rest of participants.



## Closing up

Guide the debriefing by asking the following questions:

- How did you like the activity?
- Was there anything difficult?
- Did you discover anything new?



## Comments/hints for facilitators

Create a space in which participants can feel free to share their opinions although they might not always coincide with others. It is important to listen to different voices to create a definition of safe and inclusive online learning.

If it is not present in the group, introduce an intercultural and intersectional view, that takes into account all diversities (language and digital skills, socio-economic status, gender, origins and culture, etc.) when thinking about what makes online learning safe and inclusive.



## Participants

Between 12 and 30 participants



## Objectives

- To reflect on what inclusion and safety means
- To reflect on the characteristics, potentialities and weaknesses of online learning
- To foster teamwork and collective investigation about a topic



## Duration/Time

30 minutes. At the beginning or first half of the training/workshop



## Materials

- Flipcharts: 2 per group
- Markers: at least 1 per group



# Diagnostic questions on digital use and presence



## Preparation

Think about some interesting questions you could ask the participants to have a first idea of which kind of behaviours/ideas/possibilities they have.



## Step by step description

1. In a circle, ask the participants the questions you prepared and, according to the answers, make more questions and comments to help participants deepen in the topics that emerge.

Here there are some questions from which you can draw inspiration:

- Do you have access to the Internet?
- Do you have your own device or do you share it with someone else?
- Do you think that anyone who doesn't have it (Internet access), would say so now in front of everyone? Why?
- Do you think that everyone has access to the Internet to the same extent and with the same ease? If not, what does it depend on?
- What do you prefer, virtual or face-to-face classes?
- What was your experience with digital learning during the pandemic?
- What are the main differences between online and face-to-face learning?

You can add questions according to your needs and target group



## Closing up

Thank the participants for sharing their experience and knowledge.



## Comments/hints for facilitators

Make sure that the participants know that you ask those questions to learn from them.

Feel free to add questions that can put participants at ease or that can help deepen the conversation, or even bring up new information.

Promote a debate among participants; it will give you a lot of information on what kind of relationship they have with the Internet and about the relationships, roles, and dynamics within the group



## Participants

Between 4 and 30 participants



## Objectives

- To make an initial assessment of the relationship participants have with the Internet and digital devices
- To establish an initial relationship with the group
- To have an initial idea of what the group's dynamics and behaviours are



## Duration/Time

10-15 minutes  
(depending on the number of participants)  
At the beginning of the first session



## Materials

Big room or open space where participants can move freely



# Embodying the internal critic (I)



## Preparation

Prepare the room/space so that it is as spacious as it can be, without obstacles.



## Step by step description

1. Explain to the participants that sometimes when we are asked to face a new experience, like carrying out activities with students or our own children, we freeze and start questioning ourselves and if we will be able to do what we are supposed to. Our internal critics emerge. Sometimes we think that their voices are right, and our motivation goes down, and life becomes more difficult. This exercise will put us in dialogue with these internal critics.
2. Invite the participants to form couples and face each other.
3. Explain to the participants that in the first round, one of the participants will just listen while the other will interpret the inner critic they have in relation to children's digital presence. Ask them to choose who will start speaking and who will just listen.
4. Explain to the participants that the person speaking will try to interpret and give voice to all the critical thoughts they have inside and tell them to the partner.

At any time, the person speaking can switch position and start to play the opposite side, giving voice to all of the positive thoughts that oppose the previous disapprovals, questioning them, interpreting the voices that say they can do it, the feelings of motivation, strength, resourcefulness.

5. After 5 minutes, the two partners can swap roles: the person who has spoken so far will listen, and the person listening will interpret their internal dialogue by moving from one position to another.

Example:

- Critic: I don't know exactly what the steps are...I will do it wrong. I don't know how to do it....I'm not good enough. I should not try these new things, I will mess it up...I don't have enough tools, my students will not understand, my colleagues will question me, the families are not interested in what we are proposing.
- Positive thought: You are not helping me, I am not sure that what you are saying is important...but for sure if you talk to me like this, this is not helpful. I believe in the importance of this project. Many children are having a hard time and helping them is what matters most to me. I will try to do it right .... and maybe I will be wrong but I will try, I will not listen to this voice. I have managed to do so many things so far and I will continue even though I have fears and worries. I will work to obtain results, even the smallest ones. I have been doing so many things and the doubts/fears are always the same...so that's why I believe that I will do this thing too.

6. Invite participants to share their experiences if they want to.



## Participants

Between 2 and 30 participants



## Objectives

- To identify and relate to one's internal dialogue.
- To acquire tools and resources useful to manage and overcome situations of stress or uncertainty
- To improve one's understanding of oneself
- To better understand the pros and cons of one's decisions and actions
- To train self-awareness, verbal and non-verbal communication, active listening, emotional intelligence and problem-solving



## Duration/Time

20 minutes. During the second half or at the end of the session



## Materials

Big room where participants can move freely



## Embodying the internal critic (II)



### Closing up

Validate and thank each participant for what they have shared. Guide the debriefing by asking the following questions:

- How did you like the activity?
- Was there anything difficult?
- Did you discover anything new?
- Did you find the activity useful?



### Comments/hints for facilitators

Remind participants that the listener should not answer to the partner. The role of the participant who listens is merely to support the dynamic, to physically occupy the place of one party or the other, thus facilitating the partner's introspection.

Remind participants that, if they feel it, it is good to also involve the body and support the words with movements.



# Image theatre (I)



## Preparation

Prepare in advance some topics you want participants to delve deeper into.

Some suggestions could be:

- School
- Family
- Racism
- Bullying
- Sexism
- Cyberbullying
- Stalking
- Catfishing
- Online betting and ludopathy
- Online relationships

## Step by step description

1. Divide the participants into four groups between 5-6 participants each.
2. Assign each group a topic and give them 10 minutes to try out with their bodies the different representations of the topic assigned.
3. Invite the participants to talk the least possible and just create proposals with their bodies.
4. Ask each group to create a common final representation of the topic assigned.
5. When the time is over, ask the groups to share their representations with the other participants.
6. Per each group/statue, take some time to analyse the image together with the public (the other participants). You can use some of the following guiding questions:
  - What is happening in this scene?
  - Who are the characters?
  - What is the relationship between them?
  - How does each of them feel? What emotions are they experiencing?
  - What are they thinking at this moment?
  - Does it happen in real life? When? Where in particular? Why?
  - Is there something that could be done by one of the characters that would change this scene?
  - What is the topic that gave rise to this scene?
  -Feel free to add the questions that you consider necessary.
7. When the analysis of the statue is finished, thank the actors and actresses and invite the next group to show their work

## Participants

Between 10 and 25 participants

## Objectives

- To open discussion about specific topics
- To stimulate individual reflection, emotional intelligence, and non-violent communication
- To stimulate teamwork and body expression
- To visually represent and analyse conflict or uncomfortable situations
- To find communitary solutions to conflicts or uncomfortable situations

## Duration/Time

20-30 minutes. In the middle of the session

## Materials

Big room where participants can move freely



## Image theatre (II)



### Closing up

At the end of each debate, ask the actors and actresses to step out of their role and come back to be themselves. Then reveal (or ask the actors/actresses to reveal) the topic that originated that image.



### Comments/hints for facilitators

Try, with your questions, to help the audience explore the topic. Carefully follow the debate that is generated and validate all opinions. Draw from their answers and reactions to ask further questions.





# Image theatre in rows (I)



## Preparation

Prepare the concepts to be investigated.

Ask participants to arrange themselves in two rows facing each other. One will be row A and the other row B

## Step by step description

1. Explain that you will name some situations/actions and participants will have to represent them with their body, without speaking. The pictures can be individual or group.
2. The two rows will be asked to interpret the same situation/action differently. In the first round, row A will represent the situation/action imagining it in a face-to-face environment, while row B will represent it as if it was done online.
3. Swap the instruction per each of the following rounds.

Examples of situations/actions:

- a. Read a book
  - b. Ask a question
  - c. Gossip
  - d. Tease a classmate
  - e. Meeting friends
  - f. Having a romantic relationship
  - g. Telling your friend about a problem
4. Thank the participants and ask them to make a circle to share.

## Closing up

Guide the debriefing by asking the following questions:

- How did you like the activity?
- Was there anything difficult?
- Did you discover anything new?

Continue the conversation by stimulating the participants with some questions about their actions on social media, for example:

- What do you prefer: online or face-to-face education? What about leisure time activities?
- Do you spend more time doing online or face-to-face activities?
- What are the pros and cons of face-to-face activities? What are the pros and cons of online activities?
- Are there any risks that you or someone you know have encountered online? Which ones?

## Participants

Between 6 and 30 participants

## Objectives

- To open discussion about specific topics
- To stimulate individual reflection, emotional intelligence, and non-violent communication
- To stimulate body expression
- To work on the differences between face-to-face and online education and leisure time

## Duration/Time

15 minutes. In the middle of the session

## Materials

Big room where participants can move freely



## Image theatre in rows (II)



### Comments/hints for facilitators

When the participants create the images, invite them to look at each other. Walk around the room and pick out some statues that seem interesting to you and analyse them together with the participants.



# Journalistic theatre (I)



## Preparation

Select three news articles addressing the topic you want to explore. Try to choose a news item concerning a controversial, difficult dynamic and/or where a conflict can be identified.

Divide the group in three. This can be done by counting from one to three until all participants are assigned a number and then bringing all people with the same number together.



## Step by step description

1. Assign each group a news story and give them 20 minutes to read it, discuss it, create a small scene about it, and then briefly present it to the other participants. Tell the participants that they can be creative and imagine anything: they can for example represent the facts reported in the newspaper as if they were the protagonists of the news or become journalists going to interview people about it, etc.
2. When the time is over, ask each group to present their scene to the rest of the group.
3. At the height of tension in each play, or at an interesting moment, stop the scene, ask actors and actresses to remain frozen, and involve the audience in a debate about what they are seeing. You can use, for example, the following questions:
  - What is happening in this scene?
  - Who are the characters?
  - What are their roles in the scene?
  - What is the relationship between them?
  - How does each of them feel? What emotions are they experiencing?
  - What are they thinking at this moment?
  - Does it happen in real life? Do we have experience of something similar?
  - Is there something that could be done by one of the characters that would change this scene?



## Closing up

At the end of each debate, ask the actors and actresses to step out of their roles and come back to be themselves. Then read (or ask the actors/actresses to read) the news that originated the play



## Participants

Between 10 and 25 participants



## Objectives

- To open discussion about specific topics
- To stimulate individual reflection, emotional intelligence, and non-violent communication
- To stimulate the body and creative expression
- To represent and analyse conflict or uncomfortable situations
- To find communitary solutions to conflicts or uncomfortable situations



## Duration/Time

60 minutes. In the middle of the session



## Materials

- Printed news, related to the main topic you are covering, in this case, digital health and security - at least 1 copy per group
- Big room where participants can move freely



### Comments/hints for facilitators

This activity can be used with all target groups: students, school staff, and families.

However, it is necessary to choose the article in relation to the topic and group that you are going to work with. You can also use fake news to raise awareness and make a comparison between reality and fake news.

Try, with your questions, to help the audience explore the topic. Carefully follow the debate that is generated and validate all opinions. Draw from the participants' answers and reactions to ask further questions. Try to make visible even the most hidden aspects of the dynamic represented. Allow yourself and the audience to question the characters directly, ask them questions, and give them advice. Ask the actors and actresses to always respond as characters until the debate is over.



# Positive and negative aspects of social media (I)



## Preparation

Prepare two flipcharts for each group. On the first flipchart write the title *"Positive aspects of social media"* and on the second write *"Negative aspects of social media"*.

Divide the participants into groups of four to five people each. Give the two flipcharts and some markers to each group



## Step by step description

1. Give each group 5-10 minutes to write on the flipcharts what they think are the positive and negative aspects of social media.
2. When the time is over, ask each group to share their reflections with the others.
3. After sharing, ask each group to choose one of the negative aspects they wrote about social media. It can be the one they think is most frequent, the one they think is the worst, the one they have experienced first-hand, etc.
4. Give the groups 5 minutes to create, each one of them, a collective image of their chosen negative aspect. While doing so, ask participants not to speak, but to use their bodies to communicate instead, taking the initiative, taking a position, and seeing how other group members continue it. Tell them that they can start again with another proposal if they see that what they are doing is not working.
5. Once they have the image ready, ask the groups to share the statue with the big group, one group at a time.
6. Every time a group composes its image, ask its members to freeze in that position. Take some time to analyse the image with the public/ other participants and ask for example:
  - a. What is happening in this scene?
  - b. What could be the title?
  - c. Who are the characters?
  - d. What is the relationship between them?
  - e. How does each of them feel? What emotions are they experiencing?
  - f. What are they thinking at this moment?
  - g. Can this happen in real life? When? Where in particular? Why?
  - h. Is there something that could be done by one of the characters that would change this scene?
  - i. What is the topic that gave rise to this scene?
7. Once you have analysed an image with the public, ask if there are some movements that the "statue" could do to make that image different, changing its meaning from negative to positive. The spectators can explain to the statues how to move or they can stand up, go to them and, without talking, move the statues to different positions.



## Participants

Between 6 and 30 participants



## Objectives

- To foster group work
- To foster debate about the pros and cons of social media
- To identify risks and threats related to the use of social media
- To identify collective solutions to risks and threats related to social media
- To foster participation and individual and collective responsibility in addressing social issues and problems related to social media



## Duration/Time

60 minutes. In the middle of the session



## Materials

Big room or open space where participants can move freely  
Flipcharts  
Markers



## Positive and negative aspects of social media (II)



### Closing up

At the end of the exercise, gather the participants in a circle and guide the debriefing by asking the following questions:

- How did you like the activity?
- Was there anything difficult?
- Did you discover anything new?



### Comments/hints for facilitators

For the sharing phase you can ask the groups to select a representative or to organise themselves in more creative ways.

During the presentation ask participants to listen and take turns to speak. Invite them to respect and not judge the opinions of others.

Ask the public to always give the “action” to each group before it creates the image. The spectators can for example count all together “3,2,1, Action”.

Try, with your questions, to help the audience explore the topic as much as possible. Carefully follow the debate that is generated and validate all opinions. Draw from their answers and reactions to ask further questions.



# Recognizing and creating fake news (I)



## Preparation

Ask participants to get their smartphone and search for the indicated website



## Step by step description

1. Divide the group into subgroups formed by 4-5 participants.
2. Assign a topic to each group and ask participants to collaboratively create fake news through the website.
3. Once they have it, ask each group to share the fake news with the rest of participants.
4. After each news is read, start a debate asking the following questions:
  - If you read this news, without knowing that it is fake, would you believe in what it says?
  - What elements can help you realise it is fake news?
  - How can you check if one news is true or not



## Closing up

Guide the debriefing by asking the following questions:

- How did you like the activity?
- Was there anything difficult?
- Did you discover anything new?



## Comments/hints for facilitators

Remind your participants that recognizing fake news can be challenging, but here are some strategies to help:

- Check the source: Investigate the source of the news. Reliable news outlets typically have established reputations for accuracy and impartiality. Be cautious of sources that you're unfamiliar with or that have a history of spreading misinformation.
- Look for multiple sources: Cross-reference the news with multiple sources. If a story is legitimate, it should be reported by multiple credible news organisations. If you can't find the same story elsewhere, it may be suspicious.
- Evaluate the author: Check the author's credentials and expertise. Be wary of anonymous authors or those lacking verifiable credentials.
- Examine the evidence: Legitimate news stories typically provide evidence to support their claims, such as quotes from experts, data, or references to credible sources. If the story lacks evidence or relies heavily on anonymous sources, it may be questionable..



## Participants

Between 6 and 30 participants



## Objectives

- To promote the use of creativity
- To experiment and expand digital skills



## Duration/Time

40 minutes. In the middle or second half of the training/workshop



## Materials

- Smart phones
- Website: <https://breakyourownnews.com/>



## Recognizing and creating fake news (II)



### Comments/hints for facilitators

- Watch for bias: Be aware of any bias in the reporting. Objective news stories present information in a balanced and impartial manner, while biased or sensationalist stories may exaggerate facts or selectively present information to fit a particular agenda.
- Check the date: Sometimes old news stories or outdated information are presented as if they're current. Always check the publication date to ensure that the information is timely and relevant.
- Verify images and videos: Fake news often includes manipulated images or videos. Use reverse image search tools to verify the authenticity of visuals accompanying news stories. Look for inconsistencies or signs of manipulation.
- Consider your emotions: Fake news often aims to provoke strong emotional reactions. If a news story seems designed to outrage, shock, or upset you, take a step back and critically evaluate its credibility before sharing it.
- Consult fact-checking websites: There are several reputable fact-checking websites that specialise in debunking misinformation. When in doubt, consult these sources to see if the story has been verified or debunked.





# Revelations and secrets (I)



## Preparation

Prepare the room/space so that it is as spacious as it can be, without obstacles



## Step by step description

1. Ask participants to stand in two lines, making sure that each one is facing another person.
2. Explain that you will now assign roles and situations that each pair will have to interpret.
3. Clarify that participants can move in the space and that pairs should not talk to other pairs.

### PHASE 1

The participants standing on Line A will interpret parents, while the participants on Line B will interpret their 12-13-year-old children who do not want to go to school today.

4. Explain that parents are supposed to be doing an activity (cooking, cleaning....) and they will never stop, even while talking with their children.
5. Children will have to argue why they do not want to go to school, but the parents will not change their minds.
6. Give the ACTION.

### PHASE 2

7. Give a STOP to "freeze" the participants in their positions.
8. Add the indication that, while children keep asking to not go to school, parents will confess to them a secret that will change their relationship forever.
9. Give the ACTION.

### PHASE 3

10. Give a STOP to "freeze" the participants in their positions.
11. Now children will confess an even bigger secret that will change the relationship forever.
12. Give the ACTION.

### PHASE 4

13. Give a STOP.
14. Ask participants to go back to form two lines, facing one another.
15. Explain to them that now the participants standing on Line A will interpret students, while the participants on Line B will interpret their teachers who are asking the pupils to give them their phones. Students refuse.
16. Give the ACTION.



## Participants

Between 10 and 30 participants



## Objectives

- To foster active listening and empathy
- To deepen and experience parent-child, teacher-student relationships and share their feelings
- To pinpoint taboos that are present in the group
- To promote open dialogue and prepare participants to solve conflicts, find agreements/solutions



## Duration/Time

40 minutes. At the beginning of the session



## Materials

Big room where participants can move freely



### Step by step description

#### PHASE 5

17. Give a STOP to “freeze” the participants in their positions.
18. Students will confess a secret that will change their relationship with their teachers forever.
19. Give the ACTION.

#### PHASE 6

20. Give a STOP to “freeze” the participants in their positions.
21. Now teachers will confess an even bigger secret that will change the relationship forever.
22. Give the ACTION.

STOP!



### Closing up

Guide the debriefing by asking the following questions:

- How did you like the activity?
- Was there anything difficult?
- What kind of secrets appeared?
- Which sensation do you think your partner felt in the different roles he/she/they played?
- Which sensations did you feel?



### Comments/hints for facilitators

This activity can be used with all target groups: students, school staff, and families.

- Students might show some resistance considering the activity childish.
- Teachers and families might show some resistance, for the fear of looking foolish, being judged by others, or feeling ridiculous... For this reason, the facilitator should work with the group little by little to prepare for such activities. However, being an activity that is done in pairs and all at the same time, the participants can feel somehow safer.



## Short theatrical scene



### Preparation

The 2 facilitators will interpret a short scene between a teacher and a student.

The actor representing the students is sitting on a chair at the centre of the stage while the actress representing the teacher is standing next to him.

### Step by step description

1. The plot is that the student (you can choose the age according to your audience) doesn't like school at all and does not want to go to school.
2. The teacher tries to understand the situation better by asking questions and proposing alternatives to improve the situation.
3. But the teacher also thinks that face-to-face school is better than online and they would love the student to think the same.
4. The dialogue between the two characters rapidly arrives at a deadlock and the teacher, who does not know what to do, asks for the help of the public, asking them to give suggestions about better questions to be asked, a better approach, or strategy to be used, and even asking the audience to directly speak with the student (from their seats or moving to the scenario).

### Closing up

Guide the debriefing by asking the following questions:

- How did you like the activity?
- Was there anything difficult?
- What happened to the student?
- Which sensation do you think the student felt?
- Which sensations do you think the teacher felt?

### Comments/hints for facilitators

Try to connect and empathise with what is happening between the teacher and the student.

Listen and value the opinions of the audience, try to put their strategies into practice, and see what happens. Let the audience express themselves and relate directly to the student.

The actor playing the student should be stiff and not change their mind easily while giving as real information and answers as possible.

This exercise can be carried out with students to foster participation, creating a space for them to share their experiences and opinions.

### Participants

Between 5 and 30 participants

### Objectives

- To open discussion about specific topics
- To stimulate individual reflection and emotional intelligence
- To foster empathy, solidarity and mutual understanding
- To represent and analyse conflict or uncomfortable situations
- To find communitary solutions to conflicts or uncomfortable situations

### Duration/Time

20 minutes. At the beginning or first half of the training/workshop

### Materials

Chair



# SOPHIE card game (I)



## ✓ Preparation

Print and cut out the Sophie Cards ([bit.ly/sophie-cards](https://bit.ly/sophie-cards)).

Should you wish to create your own, write on some papers the roles of the characters in each of the selected situations, e.g., child, parent, classmate, teacher, school manager, etc.

## ➤ Step by step description

1. Ask participants to form pairs.
2. Ask the pairs to arrange themselves in the space so that each person has enough space to move around.
3. Distribute to each pair a card with a situation and to each member a card with one of the characters/roles present in that situation.
4. Give 5 minutes for the pairs to play that situation, each member playing the role/character they have been given.
5. Then give each pair a new situation in which the same characters appear and ask the members to swap roles, to try out with this new situation the character previously played by their partner.
6. Again give the pairs 5 minutes to try out this new scene with the roles reversed.
7. Then collect the cards and papers and ask the participants to sit in a circle.



## 👥 Participants

Between 4 and 26 participants

## 🎯 Objectives

- To encourage reflection and dialogue about the challenges and obstacles of the digital world
- To experience different roles and characters with varying ages, responsibilities, thoughts, and problems to better understand others
- To foster individual reflection, emotional intelligence, and assertive communication
- To share concerns and difficulties concerning the digital well-being of children

## 🕒 Duration/Time

20-30 minutes. Middle

## 📎 Materials

- Situation cards from the SOPHIE project or other pre-planned situations where there is a conflict between two characters generated by digital tools. (Download the sophie cards at [bit.ly/sophie-cards](https://bit.ly/sophie-cards) or in the following pages)
- Papers with the character of each situation written on them



### Closing up

Invite participants to share their experience with others. You can help them by asking questions like:

- How was the exercise?
- What was easy and what was difficult?
- Which of the two roles did you enjoy the most? why?
- In which situation did you recognize yourself most?



### Comments/hints for facilitators

If the participants came to the workshop in couples they can stay with their partner or you can ask them to pair up with someone they do not know so well. During the improvisations, ask the participants to immerse themselves as much as possible in the role they have been given. Invite them to try to think, speak, move, behave like that character.



### Situation

You find out that your child has been asked to send photos in a swimsuit.

### Questions

1. Who asked for those photos? How do you know this person?
2. Do you know why this person asked for such photos?
3. How do you feel about it?
4. Would you share those photos with other people?
5. How would you feel if this person shared your photos without your consent?

### Tips

It is important to listen to your children carefully and not judge them. Remember that the situation may be difficult for them and that they may need support and guidance to understand what is happening. Make sure they feel safe to talk to you, and that they know they can count on your help to navigate this situation.



### Situation

You discover that your child receives images and GIFs with pornographic content through WhatsApp.

### Questions

1. Who sent you these photos/GIFs?
2. Do you know where they came from?
3. How did you feel when you saw those photos/GIFs?
4. Have you forwarded these photos/GIFs (this or another time)? Why?
5. Do you know if the people in these photos/GIFs have given their consent for their images to be circulated? How would you feel if you knew they had not?

### Tips

It is important to listen to your children carefully, not judge them, and keep the conversation open and honest. Help your child understand that what they see in pictures/GIFs is not the only way to experience sexuality and accompany them in a reflection around important issues such as consent (both in the sexual act and in the disclosure of images of it) and empathy.



### Situation

You discover that your child has received an invitation to subscribe to a website to earn money.

### Questions

1. Where did this invitation come from?
2. Have you investigated whether this website is legitimate and safe before considering subscribing?
3. Have you shared personal or financial information with this website?
4. Do you know how this website works and how you are supposed to earn money? How do you feel about this?
5. Do you think that if you subscribed you would earn real money?
6. If you made money, what would you use it for?

### Tips

Have an open and honest conversation with your children and provide support and guidance. They should understand that there are many online scams, and that it is important to be cautious before sharing personal or financial information online.



### Situation

You discover that your child has received an invitation to play a game for adults and has created a fake profile.

### Questions

1. Why do you think this game is designed for adults? What are the contents that determine that it is so?
2. Why do you want to play a game for adults? What are the differences with other games?
3. Do you think that creating a false identity to access the game can cause problems? If yes, which ones?

### Tips

It is important to have an open and honest conversation with your children and provide support and guidance in this situation. Explain the potential legal and safety consequences of creating and using a fake online profile.



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### Situation

You discover that your child is being victimized by cyberbullying.

### Questions

1. What exactly is happening, and who is involved in the cyberbullying?
2. How do you feel about it?
3. Have you talked to anyone else about what is going on?
4. Do you know how to block or report the bully on the online platform where the cyberbullying is happening?
5. What might help you feel better?

### Tips

It is important to have an open and honest conversation with your children and provide support and guidance in this situation. Offer emotional support and teach them how to protect themselves and respond to cyberbullying situations. Take steps to stop the bullying and seek professional help and counseling if necessary.



### Situation

You discover that your child is contributing to the cyberbullying of a peer.

### Questions

1. What has been going on with your friend, and how have you been involved in this situation?
2. Do you understand how your actions may be contributing to cyberbullying?
3. Do you realize the harm you may be causing your friend? How do you feel about it?
4. How would you feel if you were on the other side?
5. What do you think would be the fair consequences of your actions?

### Tips

Address the situation and make sure your child understands that cyberbullying is unacceptable and can have serious effects on mental and emotional health. Explain the importance of being respectful and empathetic in "real life" as well as online. Take steps to stop the bullying and seek professional help and guidance if necessary.



### Situation

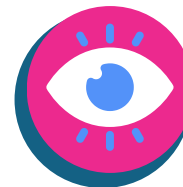
You discover that your child has been talking to a person they don't know through online networks for months and has decided to meet up with this person.

### Questions

1. How did you come into contact with this person?
2. Why have you decided to meet them in person?
3. Have you ever seen this person in a video call or met them in person before? How do you know they are the person they claim to be?
4. What would happen if you found out that they are not the person you think they are?
5. Do you understand the risks involved in meeting someone you don't know in person?

### Tips

It is crucial to have an open and honest conversation with your children and provide guidance and support in this situation. It is essential to make your child aware that meeting someone they have only talked to online can be dangerous and can have serious consequences for their safety.



### Situation

You discover that your child has witnessed cyberbullying.

### Questions

1. Can you tell me what happened in the cyberbullying situation that you witnessed?
2. How did it make you feel to see that cyberbullying situation?
3. How did you react to this situation? Why?
4. Have you talked to anyone about it?
5. Do you think we should do something to help the person who is being cyberbullied online?
6. How do you think the person who is being cyberbullied feels?
7. What about the person who is cyberbullying?

### Tips

It is essential to have an open and honest conversation with your children and provide guidance and support. It is crucial to make sure they understand the importance of reporting cyberbullying and seeking professional help and guidance if necessary. Help your children understand how they can be advocates and allies to victims of cyberbullying.





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### Situation

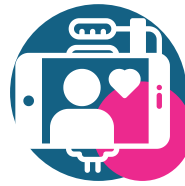
You discover that your child has taken a picture of a teacher in class and has spread it.

### Questions

1. Why did you take a picture of the teacher?
2. How do you feel about what you did?
3. What consequences are your actions having on the other person?
4. How would you feel if someone took a picture of you without your permission and spread it around?
5. Do you understand that taking a photo of someone without their consent and disseminating it may be illegal and constitute harassment?
6. What do you think would be the appropriate consequences of your actions?
7. Do you think we should talk to the teacher to apologize and try to resolve the situation?

### Tips

It is essential to explain to your child why taking and sharing a picture of someone without their consent is inappropriate and potentially illegal. It is crucial to ensure that your child understands the impact of their actions, both on the teacher and themselves, and that they learn to be more responsible and empathetic online and offline.



### Situation

You discover that your child has received a video with sexual content about a classmate and has forwarded it.

### Questions

1. Why did you decide to forward the video?
2. How do you feel about this action?
3. What consequences are your actions having on the other person?
4. How would you feel if someone shared a compromising video about you online?
5. Do you understand that sharing sexually explicit material without the person's consent is illegal and constitutes harassment?
6. What do you think would be the fair consequences of your actions?
7. Have you spoken to your classmate to apologize and try to find solutions?
8. Do you think we should seek professional help to address the situation and better understand the consequences of your actions?

### Tips

Have an open and honest conversation with your child. Reflect on consent and make sure they understand the consequences of their actions (for the classmate and for themselves). They must learn to be more responsible and empathetic online and offline.

## Basic Tips



To accompany our children in the use of the Internet:



**Reserve some time** for you and your child to sit down and have a conversation without distractions. Tell them ahead of time that you want to talk about their digital presence and ask them to be prepared to listen and share their thoughts.



**Be respectful and empathetic.** Listen to your child's point of view without interruptions or judgement. Show empathy by acknowledging your child's feelings and concerns.

## Basic Tips



To accompany our children in the use of the Internet:



**Set clear expectations.** Talk to your child about what you expect from their digital behavior: no sharing personal information, being respectful of others, and limiting screen time. Make sure your child understands why these expectations are important. Give them time and space to express their needs and thoughts.



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## Basic Tips



To accompany our children in the use of the Internet:



**Discuss the potential risks of sharing personal information** on the Internet, interacting with strangers, and engaging in inappropriate behavior. Encourage your child to come to you if they find something on the Internet or are asked to share something that makes them feel uncomfortable.



**Use real-life examples of people** who have suffered negative consequences of this issue. Ask if they know of other similar cases, if they have witnessed any of them, and if so, how they have felt and reacted.

## Basic Tips



To accompany our children in the use of the Internet:



**Collaborate in the search for solutions** to problems or concerns related to their digital presence. In this way, they will feel more confident and involved in making positive changes.



**Maintain and review these conversations regularly.** Periodically, ask them how they are handling their digital behavior and address any new concerns that may arise. Look for movies or series that may inspire future conversations and reflections on these issues.



## What brings you closer or further to: friends, family, school



### Preparation

Prepare three flipcharts, writing in the centre:

1. Friends
2. Family
3. School

Ask participants to choose one of the flipcharts to work with. Try to keep a balanced number of participants per each flipchart.

### Step by step description

1. Explain to the participants that the objective of the activity is to pinpoint and discuss both face-to-face and online attitudes, practices, and activities that make us feel closer or further away from friends, family, and school (depending on the flip chart they choose).
2. Give each group 5 minutes, to name, write down on the flip chart and discuss those attitudes and practices.
3. When the time is over, the group moves to work on another flip chart, except for one person who stays as a host to explain to the visiting group what was discussed by the previous group.
4. The activity continues until all of the groups (with the exceptions of the hosts) have passed through all three flipcharts.
5. When done, ask each host to present the results of the discussions.

### Closing up

Guide the debriefing by asking the following questions:

- How did you like the activity?
- Was there anything difficult?
- Was it easy to agree on what to write?
- Are there any additional reflections you would like to make?

### Comments/hints for facilitators

This activity can be used with all target groups: students, school staff and families, and afterward the results could be compared.

### Participants

Between 10 and 30 participants

### Objectives

- To discuss face-to-face and online attitudes, practices, and activities that make people closer or further away to friends, family, and school
- To raise awareness of the impact of our actions
- To explore the attitudes that can be the cause of conflicts
- To foster reflection on online and face-to-face relationships

### Duration/Time

30 minutes. At the beginning or first half of the training/workshop

### Materials

- Flipcharts: 1 per group
- Markers: at least 1 per group



# What can we do instead of fighting?



## Preparation

Divide the participants into groups of 4-5 people, and give each group a flipchart and at least a marker.



## Step by step description

1. Invite the participants to share with each other in each group an experience of conflict (When did it occur? Why? How did it get solved? How are things now?). You can provide an example.
2. Once they have shared, ask them to write down on the flipchart how their conflicts were solved.
3. The participants are asked to go back to the plenary and share what they have written on their flipcharts.
4. At this point, guide a reflection on non-violent strategies that can be used to solve conflicts, starting from the examples shared by the participants, and collect all of them on a new flipchart.

### Optional:

5. Ask participants to go back to their groups and now come up with an imaginary conflict and all the things that could be done to solve it.
6. Ask them to create a short theatrical scene and then present it to the rest of the participants



## Closing up

Guide the debriefing by asking the following questions:

- How did you like the activity?
- Was there anything difficult?
- Did you discover anything new?

Hang the posters on a prominent spot in the classroom or the school.



## Comments/hints for facilitators

During the discussion, make sure that the following strategies emerge:

- When facing a conflict or a difficulty, it is helpful to explain to the other part how you feel or how the situation makes you feel, instead of directly accusing the other person.
- When something bothers you, it is advisable to communicate it in the most precise way, without generalisations that can make the other person feel that they do "everything wrong".
- Expectations should be shared clearly, instead of expecting the other person to know what we want.
- Open communication and active listening are always a good strategy to solve conflicts.



## Participants

Between 10 and 20 participants



## Objectives

- To foster self-awareness
- To foster reflection on ways of dealing with conflict



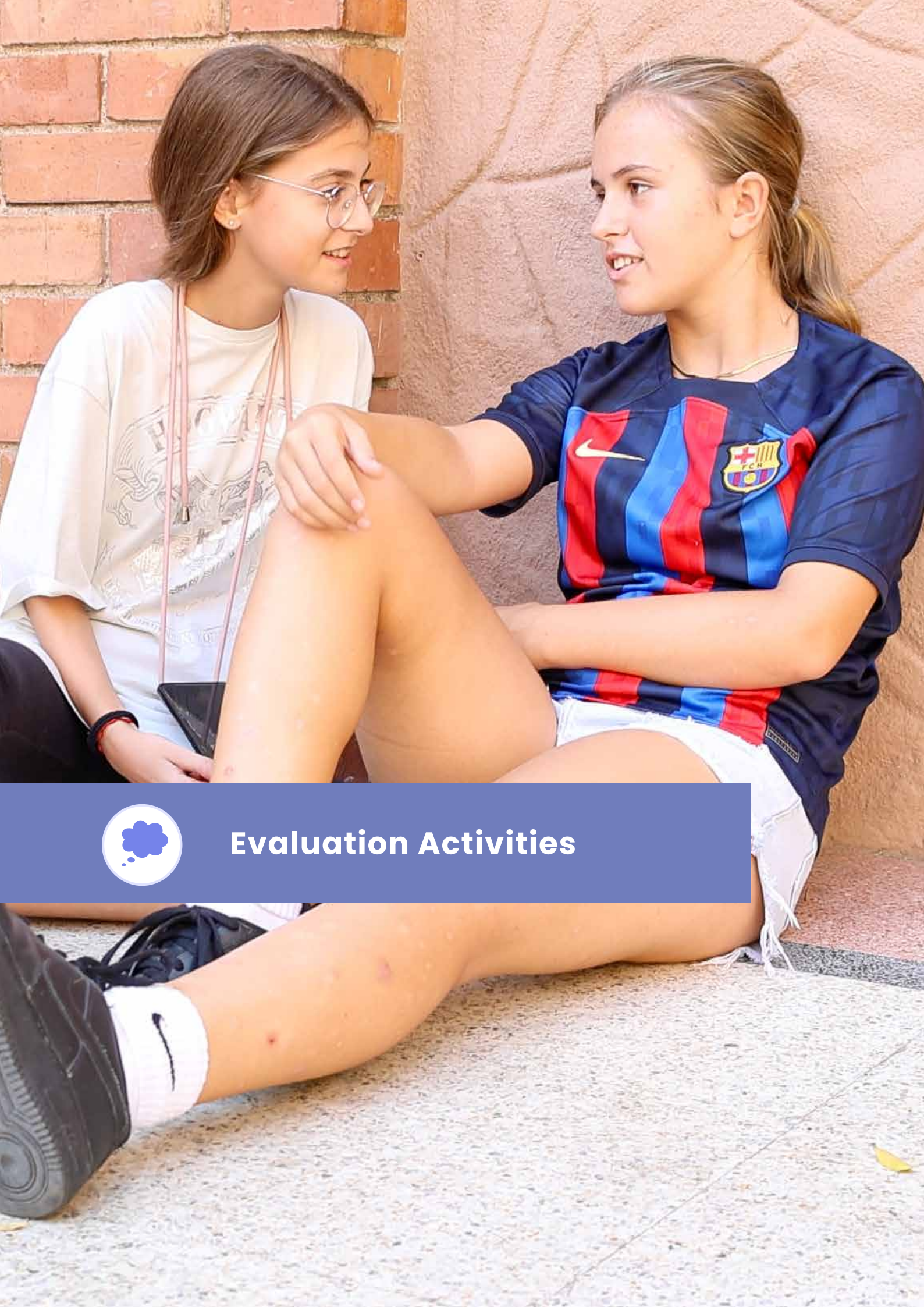
## Duration/Time

30-45 minutes. In the middle or second half of the training/workshop



## Materials

Flipcharts  
Markers



## Evaluation Activities



# Evaluation in a foreign language



## Preparation

None

## Step by step description

1. Ask participants to make an evaluation round, thinking of what they will bring with them from the session.
2. Ask participants to express how they feel with a word in a foreign language that nobody speaks in the group and that they have to find on the Internet.

## Closing up

Thank the participants.

## Participants

Between 2 and 30 participants

## Objectives

- To evaluate the session
- To get the participant used to sharing feelings and thoughts

## Duration/Time

10-15 min (depending on the number of participants). At the end of the session

## Materials

Smartphone or any other digital device with Internet connection



# Evaluation with a song



## Preparation

None



## Step by step description

1. Invite participants to carry out a quick evaluation round, expressing in a few sentences how they felt during the session, which was the moment they liked the most and which one they liked the least, what was difficult and what was easy.
2. Invite them to later share on the WhatsApp group a song that reflects how they felt during the session.



## Closing up

Thank the participants.



## Participants

Between 2 and 30 participants



## Objectives

- To evaluate the session
- To get the participant used to sharing feelings and thoughts



## Duration/Time

10-15 min (depending on the number of participants). At the end of the session



## Materials

None





# Evaluation with a GIF or Emoji



## Preparation

None

## Step by step description

Ask the participants to share how they feel at the end of the session by using a GIF or Emoji.

## Closing up

Thank the participants.

## Comments/hints for facilitators

Participants can be asked to record a GIF themselves.

## Participants

Between 2 and 30 participants

## Objectives

- To evaluate the session
- To get the participant used to sharing feelings and thoughts

## Duration/Time

5 minutes. At the end of the session

## Materials

Smartphones



# Evaluation with one word



## Preparation

None

## Step by step description

1. Ask the participants to share how they feel at the end of the day using only one word.

## Closing up

Thank the participants.

## Comments/hints for facilitators

You can ask participants to not repeat words that have already been used by others. Ask them to avoid “well”, “good”, “bad” and invite them to be a little creative.

## Participants

Between 2 and 30 participants

## Objectives

- To evaluate the session
- To get the participant used to sharing feelings and thoughts

## Duration/Time

5 minutes. End of a session

## Materials

None



# The hand



## Preparation

None



## Step by step description

1. Distribute a piece of paper to each of the participants and ask them to trace the shape of their hands.
2. Ask them to write on each finger:
  - **thumb:** something I liked
  - **index:** something I learned
  - **middle finger:** something I didn't like
  - **ring finger:** something I commit to
  - **pinky finger:** something I missed out

The participants can share their thoughts with the whole group, in pairs or not at all.



## Comments/hints for facilitators

This activity can be implemented in many ways. It can take place without actually tracing the palm but directly using one's hand, especially in an online setting. It can be done in small groups, individually, or in the plenary.



## Participants

Between 2 and 30 participants



## Objectives

- To evaluate the session
- To get the participant used to sharing feelings and thoughts



## Duration/Time

Between 5 and 20 minutes, depending on whether the activity is done individually or in the whole group. At the end of the session



## Materials

- Pieces of paper
- Pens/markers



# One feeling, two thoughts



## Preparation

None



## Step by step description

Ask the participants to share one feeling and two thoughts regarding the session.



## Closing up

Thank the participants.



## Participants

Between 2 and 30 participants



## Objectives

- To evaluate the session
- To get the participant used to sharing feelings and thoughts



## Duration/Time

5 minutes. At the end of the session



## Materials

None



NASA  
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& SPACE ADMINISTRATION

# 4.

## Sophie Piloting Experiences in Spain, Greece, Italy and Slovenia

### 4.1

#### Sophie theatre-based workshops for students learn to learn in safe digital environments

Between January and April 2023, the partner organisations from Greece, Italy, Slovenia and Spain carried out a 20-hour theatre-based workshop for students called “**Learn to learn in safe digital environments**”.

The main aims of this workshop were to **give space to students to share their experiences** in terms of digital presence, **understand their needs and concerns** related to both online education and leisure time, and **help them recognize and critically address the risks** that they might encounter on the Internet.

The main methodology used in this workshop was the Theatre of the Oppressed and specifically **Forum Theatre**, which could be validated as a methodology that can effectively help students to critically engage in digital learning environments and become **responsible, healthy, and safe digital citizens**, avoiding participating in **cyberbullying**.

# The experience in Spain: La Xixa FEP L'Esperança

## Learning Path 1 (I)

With students of the second year of secondary school (13–14 years old)

### SESSION 1

The objectives of the session were to break the ice and make participants and facilitators get to know each other. The team also aimed to introduce both the project and workshop, as well as the theatrical and creative methodologies that would be applied. Furthermore, the session helped investigate the students' relationship with the digital environment, deepen into concepts such as digital health and safety, and understand their needs and interests related to the project.

<b>Activity 1:</b> Introductory activity	<b>Presentation</b> of the organisation, facilitation team, and the SOPHIE project.
<b>Activity 2:</b> Introductory activity	<b>Presentation round of the participants:</b> Participants are asked to say their name and combine it with a movement that represents them.
<b>Activity 3:</b> Introductory activity	<b>Welcome to diversity:</b> All types of diversity are welcomed in the group. Participants step forward if they feel identified with the phrases said by the facilitator.
<b>Activity 4:</b> Digital presence activity	<b>Diagnostic questions on digital use and presence:</b> Diagnosis of interests and needs through questions about the use and access to the internet and platforms.
<b>Activity 5:</b> Digital presence activity	<b>Cardinal points:</b> Positioning activity around topics such as the use of digital devices, online connection, and online relationships.
<b>Activity 6:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

### SESSION 2

The objectives of the session were to work on team building in order to create a space for dialogue and creativity while discussing the different uses, behaviours, and relationships on social media, and also to express opinions and preferences around digital learning and presence.

<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and check-in round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Introductory activity	<b>Like, Post, Selfie:</b> Activity to explore the use of technology in social media.
<b>Activity 3:</b> Digital presence activity	<b>What brings you closer or further to: friends, family, school:</b> Participants are asked to define what brings them closer or pushes them away from friends, family, and school, in online and face-to-face settings.
<b>Activity 4:</b> Evaluation activity	<b>The hand:</b> Participants are asked to express their satisfaction using their fingers.

## Learning Path 1 (II)

With students of the second year of secondary school (13–14 years old)

### SESSION 3

The objectives of the session were to keep investigating students' opinions and needs regarding online education and interactions as well as introduce Image Theatre.	
<b>Activity 1:</b> Introductory activity	<b>How are you with a statue:</b> Participants are asked to express how they arrived at the session through Image Theatre.
<b>Activity 2:</b> Digital presence activity	<b>Defining inclusive and safe online learning:</b> Participants are asked to share how they think that online learning should be in order to be safer, more engaging, effective and inclusive.
<b>Activity 3:</b> Digital presence activity	<b>Image theatre:</b> Participants are asked to interpret with their bodies concepts connected to online presence and its risks.
<b>Activity 4:</b> Digital presence activity	<b>Positive and negative aspects of social media:</b> Participants are asked to identify positive and negative aspects of social media.
<b>Activity 5:</b> Digital presence activity	<b>Image theatre in rows:</b> Participants are asked to interpret with their bodies concepts connected to the impact of digital learning and presence.
<b>Activity 6:</b> Evaluation activity	<b>Evaluation with a GIF or Emoji</b> Participants are asked to express how they leave the session with a GIF or Emoji. They can be asked to create a brand new one, instead of using one already existing.

### SESSION 4

The objectives of the session were for the participants to reflect, debate, and get inspired by news related to online gaming, gambling, and cyberbullying. The students were also given the space to share their own experiences around those topics and start creating and enacting stories.	
<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Introductory activity	<b>Hello with the body and de-mechanisation:</b> De-mechanization exercise aimed at creating a relaxed atmosphere among participants, stimulating recognition of each other, movement, concentration, and creativity.
<b>Activity 3:</b> Digital presence activity	<b>Journalistic theatre:</b> Theatrical activity based on existing news that inspire the creation of Forum Theatre scenes.
<b>Activity 4:</b> Evaluation activity	<b>Evaluation in a foreign language:</b> Participants are asked to express how they leave the session in a foreign language. To do so, they can make a quick search on the Internet.



## Learning Path 1 (III)

With students of the second year of secondary school (13–14 years old)

### SESSION 5

The objectives of the session were for the participants to keep sharing experiences related to online gaming, gambling, and cyberbullying and creating and enacting stories.

**Activity 1:** Introductory activity

**Welcome** to the session and **check-in** round for participants to share their feelings and state of mind.

**Activity 2:** Digital presence activity

**Journalistic theatre:**  
Theatrical activity based on existing news that inspire the creation of Forum Theatre scenes.

**Activity 3:** Evaluation activity

**Evaluation with a song:**  
Participants are asked to express how they leave the session with a song. To do so, they can share the link through a previously created WhatsApp group.

## Learning path 2 (I)

With students of the first year of secondary school (12–13 years old)

### SESSION 1

The objectives of the session were to break the ice and make participants and facilitators get to know each other. The team also aimed to introduce the project, workshop, and methodologies that would be applied, while creating a space to discuss students' uses, behaviours, and relationships on social media, and also to express their opinions and preferences around digital learning and presence.	
<b>Activity 1:</b> Introductory activity	<b>Presentation</b> of the organisation, facilitation team, and the SOPHIE project.
<b>Activity 2:</b> Introductory activity	<b>Presentation round of the participants:</b> Participants are asked to say their name and combine it with a movement that represents them.
<b>Activity 3:</b> Introductory activity	<b>Welcome to diversity:</b> All types of diversity are welcomed in the group. Participants step forward if they feel identified with the phrases said by the facilitator.
<b>Activity 4:</b> Introductory activity	<b>Hello with the body and de-mechanisation:</b> De-mechanization exercise aimed at creating a relaxed atmosphere among participants, stimulating recognition of each other, movement, concentration, and creativity.
<b>Activity 5:</b> Introductory activity	<b>Like, Post, Selfie:</b> Activity to explore the use of technology in social media.
<b>Activity 6:</b> Digital presence activity	<b>What brings you closer or further to: friends, family, school:</b> Participants are asked to define what brings them closer or pushes them away from friends, family, and school, in online and face-to-face settings.
<b>Activity 7:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

### SESSION 2

The objectives of the session were to identify the necessary elements for online learning to be engaging, effective, and inclusive, as well as introduce Image Theatre.	
<b>Activity 1:</b> Introductory activity	<b>How are you with a statue:</b> Participants are asked to express how they arrived at the session through Image Theatre.
<b>Activity 2:</b> Introductory activity	<b>1, 2, 3 Bradford:</b> Participants are asked to work in pairs and substitute words with movements and sounds.
<b>Activity 3:</b> Digital presence activity	<b>Defining inclusive and safe online learning:</b> Participants are asked to share how they think that online learning should be in order to be safer, more engaging, effective and inclusive.
<b>Activity 4:</b> Digital presence activity	<b>Image theatre in rows:</b> Participants are asked to interpret with their bodies concepts connected to the impact of digital learning and presence.
<b>Activity 5:</b> Evaluation activity	<b>Evaluation with a GIF or Emoji:</b> Participants are asked to express how they leave the session with a GIF or Emoji. They can be asked to create a brand new one, instead of using one already existing.

## Learning path 2 (II)

With students of the first year of secondary school (12–13 years old)

### SESSION 2

<p><b>Activity 5:</b> Evaluation activity</p>	<p><b>Evaluation with a GIF or Emoji:</b> Participants are asked to express how they leave the session with a GIF or Emoji. They can be asked to create a brand new one, instead of using one already existing.</p>
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### SESSION 3

<p>The objectives of the session were to identify the positive and negative aspects of the internet and social media, as well as to analyse and reflect on their risks and dangers and find possible solutions. Journalistic Theatre was also introduced.</p>	
<p><b>Activity 1:</b> Introductory activity</p>	<p><b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.</p>
<p><b>Activity 2:</b> Digital presence activity</p>	<p><b>Positive and negative aspects of social media:</b> Participants are asked to identify positive and negative aspects of social media.</p>
<p><b>Activity 3:</b> Digital presence activity</p>	<p><b>Journalistic theatre:</b> Theatrical activity based on existing news that inspire the creation of Forum Theatre scenes.</p>
<p><b>Activity 4:</b> Evaluation activity</p>	<p><b>The hand:</b> Participants are asked to express their satisfaction using their fingers.</p>

### SESSION 4

<p>The objective for the session was to keep working on sharing experiences and creating stories on online gaming, gambling, and cyberbullying. As a result of the session, the stories created by the four groups were merged into a Forum Theatre play.</p>	
<p><b>Activity 1:</b> Introductory activity</p>	<p><b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.</p>
<p><b>Activity 2:</b> Digital presence activity</p>	<p><b>Journalistic theatre:</b> Theatrical activity based on existing news that inspire the creation of Forum Theatre scenes.</p>
<p><b>Activity 3:</b> Evaluation activity</p>	<p><b>Evaluation in a foreign language:</b> Participants are asked to express how they leave the session in a foreign language. To do so, they can make a quick search on the Internet.</p>

## Learning path 2 (III)

With students of the first year of secondary school (12–13 years old)

### SESSION 5

The objectives for the session were to rehearse the Forum Theater play created by the participants and then present it to an audience consisting of students, teachers, and families.

<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Digital presence activity	<b>Journalistic theatre:</b> Theatrical activity based on existing news that inspire the creation of Forum Theatre scenes.
<b>Activity 3:</b> Digital presence activity	<b>Forum Theater presentation:</b> Forum theatre is a type of interactive and participatory theatre developed by Augusto Boal, used for social and political purposes, often in the context of promoting dialogue and activism. Here are its fundamental elements: <ol style="list-style-type: none"><li>1. A short Forum Theater play co-constructed by the participants/actors and depicting an oppression, conflict, or injustice is presented.</li><li>2. The audience (spect-actors and spect-actresses) is invited to suggest changes to the story. The facilitator (Joker) stops the action so that the character/s can be replaced and alternative solutions to the problems presented can be offered by the audience.</li></ol>
<b>Activity 4:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

## Organisation of the training and venue/s:

In Spain, the pilot with students was carried out at FEP Escola L'Esperança based in the Baró de Viver neighbourhood, in the Sant Andreu district. Between the 10th of January and the 8th of March, ten sessions lasting two hours each were carried out on Tuesday morning and Thursday afternoon. At the end of the pilot, the participants presented the Forum Theater play that they created during the workshop in front of an audience made of other students, families, and teachers.

## Participants:

The first five sessions were carried out with students attending the second year of secondary school at the FEP L'Esperança School in Barcelona. 27 students between 13 and 14 years old participated in the sessions, always accompanied by one or two teachers and two facilitators from La Xixa. The great majority of participants come from highly vulnerable socioeconomic backgrounds, and approximately half of them identify as females and half as males. The class is formed by 30 students, some of whom do not regularly attend class thus they were absent during the workshop. In terms of origins, the group is quite diverse: one of the participants is of Chinese origin, one is from Georgia, one from Armenia, one from Morocco, one from Russia, one from the Dominican Republic, two from Bolivia, and the rest of them are Catalan. In terms of religious beliefs, one participant is Muslim, while the others are mostly non-practicing Christians. In terms of special educational needs, four participants present some kind of learning difficulty and require special support.

The next five sessions were carried out at FEP L'Esperança with another group of 29 students between 12 and 13 years old attending the first year of secondary school, who were always accompanied by one or two teachers and two facilitators from La Xixa. Also in this case, the great majority of participants come from highly vulnerable socioeconomic backgrounds, and half of them identify as females and half as males. The class consists of 31 students, some of whom do not regularly attend class thus they were absent during the workshop. In terms of origins, this group is also quite diverse: three participants are of Moroccan origin, one is from China, two from Pakistan, one from Siria, one from Russia, one from Armenia, one from Bolivia, one from Perú, and the rest are Catalan. In terms of religious beliefs, five participants are Muslim, while the others are mostly non-practicing Christians. In terms of special educational needs, seven participants present some kind of learning difficulty and require special support.

The two groups of participants were selected to participate in the SOPHIE workshop by the school management and teaching staff. The mid-term group change was implemented at the institute's request, after teachers noticed a disproportionate use of apps and online games in the first-year students' class. In addition, some students in the same class had circulated a photo of a teacher without her consent. It was therefore deemed useful to conduct the last sessions of the workshop with this group.



### Content and assessment:

The workshop was structured with the objective of co-creating with students a Forum Theater play in which their opinions, needs, and concerns regarding digital learning and the use of social media could be expressed and discussed with other students, teachers, and families. The main topics addressed were:

- Difficulties in online learning;
- Online safety and identity theft;
- Addiction to technology;
- Online friendship and cyberbullying;
- Pornography and online dissemination of private or sexual material online;
- Betting, gambling and ludopathy.

### WORKSHOP 1 WITH STUDENTS OF THE SECOND YEAR OF SECONDARY SCHOOL (13-14 YEARS OLD)

The first session of the first workshop was mainly focused on starting a dialogue with students in order to understand their habits, needs, difficulties, and concerns in their digital presence, both in the framework of formal education and in their leisure time.

We started with get-to-know-each-other activities, we valued all identities and diversities present in the group, worked on participants' expectations and fears regarding the workshop, and then dove into the two activities, *Diagnostic questions* and *Cardinal points* that gave us the possibility to have important conversations about the use of the Internet.

Guided by the *Diagnostic questions*, the participants could share their experience with online education, digital tools, and apps. They explained which digital platforms they use the most: online video games (*Minecraft, Call of Duty, etc.*), *Youtube, Tik Tok, Whatsapp, and Instagram*. Many students stated that they prefer online learning to face-to-face schooling and that no one monitors their use of technology. The *Cardinal Points* activity was particularly effective for students to share their opinions and experiences. During this activity, it emerged that most of them spend up to 12 hours a day connected to the Internet, mainly to chat with friends, play video games, or listen to music. All participants stated that they came across pornographic material while surfing the Internet.

The second session was mainly dedicated to discussing social media and the impact they have on children and teenagers' lives. This was made possible mainly through the *Like, Post, Selfie* activity and the rich discussion that it generated on many issues, such as privacy and consent, catfishing, pedophilia, online harassment, and cyberbullying. The participants showed a lot of experience, knowledge, and opinions on these issues. They talked at length about how to recognize and what to do if contacted by a false account. Not everyone, however, had clarity about online consent and the implications of spreading other people's private material/information without consent. The participants were also invited to identify and share their thoughts about positive and negative aspects of school, friendships, and family relationships, through the *What brings you closer or further to: friends, family, school activity*.

The work done was continued in the third session in which participants worked towards defining inclusive and safe online learning and could identify positive and negative aspects of social media. This content was then translated into image theatre, asking the students to represent with their bodies what they like and do not like about school, online learning, and social media. Free expression was stimulated and constructive criticism was welcomed. Creating a space for free expression, fostered calmness, mutual listening, participation, collaboration, and a sense of inclusion and relaxation among students.

In the fourth and fifth sessions, the participants were invited to work mainly with emotions and with their bodies and to create stories inspired by some news that the facilitators shared regarding online gaming, gambling, and cyberbullying. The students could collect and summarise everything that they had worked on in a few theatrical scenes, which let them express their opinions, feelings, and concerns creatively.

## **WORKSHOP 2 WITH STUDENTS OF THE FIRST YEAR OF SECONDARY SCHOOL (12-13 YEARS OLD)**

During the first session with the second group, after giving space for the presentations, the facilitators proposed two activities that had a lot of success with the first group: *Like, Post, Selfie* and *What brings you closer or further to: friends, family, school*. The first part, aimed at an initial sharing of digital habits, revealed a great use of apps and platforms by the participants,

both for leisure and educational purposes. All of the participants had at least one account in some social network or platform and about half of them had their smartphone use limited by their parents to a few hours a day. Many of them stated that they used it more than 2 hours a day and about half of the participants stated that they preferred online schooling to face-to-face classes. The session was highly appreciated by the students who participated actively, showing interest in the content proposed.



The second session focused on online learning, inclusion and safety. Inspired by those topics, the participants then created small image theatre scenes, which were then discussed by the entire group to find together possible solutions to the dynamics represented.

During the third session, the group deepened on the positive and negative aspects of social media. Among the negative aspects and possible risks of the social networks, participants named: online harassment, scams, cyberbullying, theft of data, money or identity, addiction to technology, hate speech, and violation of consent. The participants were then invited to work mainly with the emotions generated by those risks and to create stories inspired by what they had shared and some news that the facilitators shared regarding online gaming, gambling, and cyberbullying. The activity proved to be very effective in facilitating participants' expression and creativity, as well as fostering critical reflection and collective solution finding.



During the fourth session, the participants retrieved the four stories they created in the third session and merged them into a collective play. The short play resulting from the teamwork and debates of all participants was not limited to the juxtaposition of the starting stories, but went deeper, identifying the most effective and interesting elements of each of them to create a new product. The play consisted of three scenes in which the protagonist, the young Julia, falls more and more into gambling, ending up socially isolated and having conflicts with her classmates.

The play was then performed during the last session in front of an audience formed by fellow students, teachers, and families. The play provoked a rich debate among students, teachers, and families and demonstrated once again the great power of Forum Theater in bringing people together to discuss and try to find collective solutions to difficult situations. Throughout the entire workshop, the students' participation was very high, highlighting their desire to express their opinion on a central topic as digital education and presence which too often does not receive the necessary attention, and even when it does the conversation usually does not include children and teenagers' point of view. The participants showed that they had a lot of knowledge and experience in the digital world, but were not fully aware of the implications their digital actions have on their life. The theatrical and creative methodologies used within the workshop ensured dynamism, active participation, and non-judgment, offering the students a space where they felt free to share their experiences, knowledge, and ideas. The participants were provided with useful information regarding online safety and they were incentivized to reflect on their values and behaviours both online and offline. Participating in the workshop increased their awareness and ability to identify, act and defend themselves against the threats of the web and to avoid or be aware of violent behaviour perpetrated through digital tools.

The Theater of the Oppressed proved to be a great and very useful ally in creating non-formal spaces of reflection, dialogue, and awareness, breaking taboos, prejudices, and stereotypes. The creation of the final Forum Theater play and its performance made it possible to extend the reflections made within the workshop to other students, teachers, and families, offering a space of dialogue and collaboration between the school and families.

# The experience in Greece: SYMPLEXIS and ICCGR (I)

## SESSION 1

The objectives of the session were to introduce the project and workshop, break the ice and make participants and facilitators get to know each other. Furthermore, the session helped investigate the students' relationship with the digital environment, deepening into concepts such as digital health and safety, and understanding their needs, opinions, and preferences around digital learning and presence.

<b>Activity 1:</b> Introductory activity	<b>Presentation</b> of the organisation, facilitation team, and the SOPHIE project.
<b>Activity 2:</b> Introductory activity	<b>Presentation round of the participants:</b> Participants are asked to say their name and combine it with a movement that represents them.
<b>Activity 3:</b> Introductory activity	<b>River of expectations and fears:</b> Participants are asked to draw a river that symbolises the workshop, and to include their expectations and fears related to it.
<b>Activity 4:</b> Digital presence activity	<b>Diagnostic questions on digital use and presence:</b> Diagnosis of interests and needs through questions about the use and access to the internet and platforms.
<b>Activity 5:</b> Digital presence activity	<b>What brings you closer or further to: friends, family, school:</b> Participants are asked to define what brings them closer or pushes them away from friends, family, and school, in online and face-to-face settings.
<b>Activity 6:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

## SESSION 2

The objectives of the session were to identify more precisely students' opinions and needs regarding online education and interactions, debating the positive and negative aspects of online learning, and reflecting on the meanings of safety and inclusion. Forum Theatre was also introduced.

<b>Activity 1:</b> <b>Introductory activity</b>	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Introductory activity	<b>Diversity triangle:</b> Participants are asked to find things that they have in common and those that make them unique.
<b>Activity 3:</b> Introductory activity	<b>Welcome to diversity:</b> All types of diversity are welcomed in the group. Participants step forward if they feel identified with the phrases said by the facilitator
<b>Activity 4:</b> Digital presence activity	<b>Defining inclusive and safe online learning:</b> Participants are asked to share how they think that online learning should be in order to be safer, more engaging, effective and inclusive.
<b>Activity 5:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

## The experience in Greece: SYMPLEXIS and ICCGR (II)

### SESSION 3

The objectives of the session were to foster presence, and attention, work in diversity and learn from mistakes. We investigated the use that students do of digital devices and Internet connection, as well as the difficulties that they encounter.

<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Introductory activity	<b>Superheroes:</b> Participants are asked to make a circle and interpret three superheroes through certain sounds and movements.
<b>Activity 3:</b> Digital presence activity	<b>Cardinal points:</b> Positioning activity around topics such as the use of digital devices, online connection, and online relationships.
<b>Activity 4:</b> Digital presence activity	<b>Short theatrical scene:</b> A short theatrical scene on online learning and digital presence is interpreted.
<b>Activity 5:</b> Evaluation activity	<b>Evaluation with a GIF or Emoji:</b> Participants are asked to express how they leave the session with a GIF or Emoji. They can be asked to create a brand new one, instead of using one already existing.

### SESSION 4

The objectives of the session were to keep investigating students' opinions and needs on social media. The team focused on the construction and expression of individual opinions, and the discussion and exchange of different perspectives

<b>Activity 1:</b> Introductory activity	<b>How are you with a movement:</b> Participants are asked to express how they arrived at the session through movement.
<b>Activity 2:</b> Introductory activity	<b>Go:</b> Participants are asked to play a game that fosters presence, attention, and non-verbal communication
<b>Activity 3:</b> Digital presence activity	<b>Positive and negative aspects of social media:</b> Participants are asked to identify positive and negative aspects of social media.
<b>Activity 4:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

## The experience in Greece: SYMPLEXIS and ICCGR (III)

### SESSION 5

The objectives of the session were to work with Image Theatre on the online presence of the students and its risks, using the body to deepen the discussion about consent and privacy both in online learning and social media.

<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Introductory activity	<b>Hello with the body and de-mechanization:</b> De-mechanization exercise aimed at creating a relaxed atmosphere among participants, stimulating recognition of each other, movement, concentration, and creativity.
<b>Activity 3:</b> Digital presence activity	<b>Image theatre:</b> Participants are asked to interpret with their bodies concepts connected to online presence and its risks.
<b>Activity 4:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

### SESSION 6

The objectives of the session were to keep discussing the risks of the digital environment and possible solutions, with theatrical techniques such as role playing in Journalistic Theatre.

<b>Activity 1:</b> Introductory activity	<b>How are you with a movement:</b> Participants are asked to express how they arrived at the session through movement
<b>Activity 2:</b> Digital presence activity	<b>Journalistic theatre:</b> Theatrical activity based on existing news that inspire the creation of Forum Theatre scenes.
<b>Activity 3:</b> Evaluation activity	<b>Evaluation with a song:</b> Participants are asked to express how they leave the session with a song. To do so, they can share the link through a previously created WhatsApp group.

## The experience in Greece: SYMPLEXIS and ICCGR (IV)

### SESSION 7

The objectives of the session were to raise awareness about the distortion of information, exploring the diffusion process of fake news, and giving some strategies to determine the reliability of the information received, while developing critical thinking

<b>Activity 1:</b> Introductory activity	<b>How are you with a movement:</b> Participants are asked to express how they arrived at the session through movement.
<b>Activity 2:</b> Introductory activity	<b>Broken phone:</b> Activity that fosters creativity and non-verbal communication, while the participants try to reproduce a movement that passes from one person to the other.
<b>Activity 3:</b> Digital presence activity	<b>Recognising and creating fake news:</b> Participants are guided in a debate about fake news and are asked to create their own.
<b>Activity 4:</b> Digital presence activity	<b>Image theatre in rows:</b> Participants are asked to interpret with their bodies concepts connected to the impact of digital learning and presence.
<b>Activity 5:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

### SESSION 8

The objectives of the session were to work specifically on digital safety, solution finding and critical thinking on social media, acquiring tools and strategies in case of experiencing difficult or uncomfortable conversations.

<b>Activity 1:</b> Introductory activity	<b>How are you with an element of nature:</b> Participants are asked to express how they arrived at the session using elements of nature.
<b>Activity 2:</b> Digital presence activity	<b>Challenging conversations/guidelines for critical thinking:</b> Participants are provided with a set of guiding questions aimed at tackling specific situations related to digital presence and foster conversations among adults and children fostering critical thinking.
<b>Activity 4:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

## The experience in Greece: SYMPLEXIS and ICCGR (V)

### SESSION 9

The objectives of the session were to apprehend in an empathetic way different perspectives around the use of digital devices and the Internet at school and at home, and experience parent-child, teacher-student relationships.

<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Digital presence activity	<b>Revelations and secrets:</b> Participants are asked to interpret difficult situations between teachers and students, and parents and children.
<b>Activity 3:</b> Digital presence activity	<b>Interland-Be Internet Awesome<sup>53</sup>:</b> Online game that provides an interactive way to learn how to use the Internet wisely.
<b>Activity 4:</b> Evaluation activity	<b>Evaluation in a foreign language:</b> Participants are asked to express how they leave the session in a foreign language. To do so, they can make a quick search on the Internet.

### SESSION 10

The objectives of the session were to use Journalistic theatre to enact short theatrical scenes based on what had been worked on in the previous sessions. A significant part of this session has been dedicated to the feedback of the participants about the experience, methodology and activities implemented during the workshop

<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind
<b>Activity 2:</b> Digital presence activity	<b>Journalistic theatre:</b> Theatrical activity based on existing news that inspire the creation of Forum Theater scenes.
<b>Activity 3:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

53 [https://beinternetawesome.withgoogle.com/en\\_ie/interland](https://beinternetawesome.withgoogle.com/en_ie/interland)

## Organisation of the training and venue/s:

In Greece, the pilot with students was carried out by Symplexis and the Interorthodox Centre of the Church of Greece in collaboration with the 1st Gymnasium of Mandra. The workshop consisted of ten sessions of two hours each and took place during computer science classes between the 1st of March and 3rd of April.

## Participants:

The pilot involved 23 students, among whom 14 identifying as females and 9 as males, between 13 and 14 years old, guided by two facilitators and supported by the school's headmistress and the IT teacher. The group of participants was composed of a great majority of Greek adolescents, only one is Albanian. Nevertheless, the Greek national school policy doesn't authorise data on ethnicity, so it isn't possible to characterise their origin. Most of the participants are declared Christians of the Orthodox religion and belong to families of diverse socio-economical backgrounds. The small town where the workshop took place, Mandra, is a relatively disadvantaged area in the western suburbs of the Athens metropolitan area.



## Content and assessment:

The main objectives of the workshop were:

- To apprehend the problems and potential threats that can be generated by the use of digital devices and the Internet;
- To improve students' online communication skills;

- To foster their empathy;
- to celebrate diversity online and offline;
- To become aware of the ways in which the Internet affects school inclusion;
- To cultivate experiential skills to identify problems and find solutions;
- To raise awareness about children's obligations and rights as digital citizens.

The entire workshop responded to the objectives of the pilot and interested the students, and there were also many positive comments coming from the teachers and the parents of the children involved. The activities and methodology appeared to be successful, and the content was adapted to the educational level of the students. The experiential techniques gave them tools to delve into contemporary online issues, to further develop critical thinking, work on communication skills and foster empathy.

Since the first session, students expressed themselves freely and participated actively in the activities, eager to share their experiences and knowledge. However, in some cases, particularly when it came to unsafe content on the internet such as pornography, the children were embarrassed and some were reluctant to take part in some activities. The long duration of the pilot helped to create a safe place where they could feel comfortable to tackle difficult topics at their own pace. The facilitators and teachers could see the evolution of the group: throughout the time, more students felt comfortable to participate in some sensible discussions and enjoyed doing it: at the end, every one!



# The experience in Italy: CESIE and ICCG

## LEARNING PATH 1 (I)

### PRIMARY SCHOOL

#### SESSION 1

The objectives of the session were to break the ice, and make participants and facilitators get to know each other. The team aimed to introduce both project and workshop, as well as the theatrical and creative methodologies that would be applied. Furthermore, the session was helpful to acknowledge and welcome all the diversities present in the group.

<b>Activity 1:</b> Introductory activity	<b>Presentation</b> of the SOPHIE project.
<b>Activity 2:</b> Introductory activity	<b>How are you with a statue:</b> Participants are asked to express how they arrived at the session through Image Theater.
<b>Activity 3:</b> Introductory activity	<b>Welcome to diversity:</b> All types of diversity are welcomed in the group. Participants step forward if they feel identified with the phrases said by the facilitator.
<b>Activity 4:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

#### SESSION 2

The objectives of the session were to keep working on diversity and on the expectations and fears that participants might have around the topics of the workshop.

<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Introductory activity	<b>Diversity triangle:</b> Participants are asked to find things that they have in common and those that make them unique.
<b>Activity 3:</b> Introductory activity	<b>River of expectations and fears:</b> Participants are asked to draw a river that symbolises the workshop, and to include their expectations and fears related to it.
<b>Activity 4:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

## LEARNING PATH 1 (II)

### PRIMARY SCHOOL

#### SESSION 3

The objectives of the session were to foster concentration, and learn from mistakes through the use of the body and movement.

<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Introductory activity	<b>Superheroes:</b> Participants are asked to make a circle and interpret three superheroes through certain sounds and movements.
<b>Activity 3:</b> Introductory activity	<b>1, 2, 3 Bradford:</b> Participants are asked to work in pairs and substitute words with movements and sounds.
<b>Activity 4:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

The objectives of the session were to investigate and promote reflection on the students' relationship with the digital environment, deepening into concepts such as digital health and safety. The session aimed to understand their needs, opinions and preferences around digital learning and presence, and stimulate empathy through short theatrical scenes.

<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Digital presence activity	<b>Short theatrical scene:</b> A short theatrical scene on online learning and digital presence is interpreted.
<b>Activity 3:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

#### SESSION 4

## LEARNING PATH 1 (III)

### PRIMARY SCHOOL

#### SESSION 5

The objectives of the session were to investigate the positive and negative aspects of social media through dramatisation and with the intention to identify possible risks and solutions connected to the students' digital presence.

<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Introductory activity	<b>Go:</b> Participants are asked to play a game that fosters presence, attention, and non-verbal communication.
<b>Activity 3:</b> Digital presence activity	<b>Short theatrical scene:</b> A short theatrical scene on online learning and digital presence is interpreted.
<b>Activity 4:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement

#### SESSION 6

The objectives of the session were to raise awareness on the risks of the use of social media, focusing on the use of the chats. Journalistic theatre was also introduced.

<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Digital presence activity	<i>Apps used in leisure time:</i> Discussion on the main online apps and platforms used by the participants.
<b>Activity 3:</b> Digital presence activity	<b>Chat Woman:</b> Vision of the short cartoon and debate.
<b>Activity 4:</b> Digital presence activity	<b>Journalistic theatre:</b> Theatrical activity based on existing news that inspire the creation of Forum Theatre scenes.
<b>Activity 5:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement

## LEARNING PATH 1 (IV)

### PRIMARY SCHOOL

#### SESSION 7

The objectives of the session were to raise awareness on the risks of the use of social media and the impact they have on people's lives and relationships online and offline.

**Activity 1:**  
Introductory activity

**Welcome** to the session and **check-in** round for participants to share their feelings and state of mind.

**Activity 2:**  
Digital presence activity

**What brings you closer or further to: friends, family, school:**  
Participants are asked to define what brings them closer or pushes them away from friends, family, and school, in online and face-to-face settings.

**Activity 3:**  
Digital presence activity

**The monster of the network:**  
Vision of the short cartoon and debate.

**Activity 4:**  
Digital presence activity

**Journalistic theatre:**  
Theatrical activity based on existing news that inspire the creation of Forum Theatre scenes.

**Activity 5:**  
Evaluation activity

**Evaluation with one word:**  
Participants are asked to express how they leave the session with one word, which can be combined with a movement.

#### SESSION 8

The objectives of the session were to discuss the apps mostly used by the participants and to start creating Forum Theatre scenes based on their experiences and on news regarding online gaming, gambling and cyberbullying

**Activity 1:**  
Introductory activity

**Welcome** to the session and **check-in** round for participants to share their feelings and state of mind.

**Activity 2:**  
Digital presence activity

**Journalistic theatre:**  
Theatrical activity based on existing news that inspire the creation of Forum Theatre scenes.

**Activity 3:**  
Evaluation activity

**Evaluation with one word:**  
Participants are asked to express how they leave the session with one word, which can be combined with a movement.

# LEARNING PATH 1 (V)

## PRIMARY SCHOOL

### SESSION 9

The objectives of the session were to continue creating Forum Theatre scenes based on the participants' experiences and on news regarding online gaming, gambling and cyberbullying

<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Digital presence activity	<b>Journalistic theatre:</b> Theatrical activity based on existing news that inspire the creation of Forum Theatre scenes.
<b>Activity 3:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

### SESSION 10-13

The objectives of the sessions were to continue creating Forum Theatre scenes based on the participants' experiences and on news regarding online gaming, gambling and cyberbullying.

<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Digital presence activity	<b>Journalistic theatre:</b> Theatrical activity based on existing news that inspire the creation of Forum Theatre scenes.
<b>Activity 3:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

### SESSION 14

The objectives of the session were to continue creating Forum Theatre scenes based on the participants' experiences and on news regarding online gaming, gambling and cyberbullying.

<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Digital presence activity	<b>Positive and negative aspects of social media:</b> Participants are asked to identify positive and negative aspects of social media.
<b>Activity 3:</b> Digital presence activity	<b>Journalistic theatre:</b> Theatrical activity based on existing news that inspire the creation of Forum Theatre scenes.
<b>Activity 4:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

# LEARNING PATH 1 (VI)

## PRIMARY SCHOOL

### SESSION 15

The objective of the session was to share the knowledge and good practices resulting from the workshop.

**Activity 1:**  
Digital presence activity

**Forum Theater presentation:**

Forum theatre is a type of interactive and participatory theatre developed by Augusto Boal, used for social and political purposes, often in the context of promoting dialogue and activism. Here are its fundamental elements:

1. A short Forum Theater play co-constructed by the participants/actors and depicting an oppression, conflict, or injustice is presented.
2. The audience (spect-actors and spect-actresses) is invited to suggest changes to the story. The facilitator (Joker) stops the action so that the character/s can be replaced and alternative solutions to the problems presented can be offered by the audience.

# LEARNING PATH 2 (I)

## LOWER SECONDARY SCHOOL

### SESSION 1

The objectives of the session were to break the ice and make participants and facilitators get to know each other. The team also aimed to introduce the project, workshop, and methodologies that would be applied, while creating a space to discuss students' uses, behaviours, and relationships on social media, and also to express their opinions and preferences around digital learning and presence, starting by celebrating the diversity of the group.

<b>Activity 1:</b> Introductory activity	<b>Presentation</b> of the SOPHIE project and workshop.
<b>Activity 2:</b> Introductory activity	<b>Presentation round of the participants:</b> Participants are asked to say their name and their favourite social media.
<b>Activity 3:</b> Introductory activity	<b>Hello with the body and de-mechanization:</b> De-mechanization exercise aimed at creating a relaxed atmosphere among participants, stimulating recognition of each other, movement, concentration, and creativity.
<b>Activity 4:</b> Digital presence activity	<b>Diagnostic questions on digital use and presence:</b> Diagnosis of interests and needs through questions about the use and access to the internet and platforms.
<b>Activity 5:</b> Introductory activity	<b>Diversity triangle:</b> Participants are asked to find things that they have in common and those that make them unique.
<b>Activity 6:</b> Introductory activity	<b>River of expectations and fears:</b> Participants are asked to draw a river that symbolises the workshop, and to include their expectations and fears related to it.
<b>Activity 7:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

## LEARNING PATH 2 (II)

### LOWER SECONDARY SCHOOL

#### SESSION 2

The objectives of the session were to consolidate the safe place created among participants, by promoting active listening, empathy and emotional intelligence while expressing opinions on the topic of post-pandemic changes and on their relationship with technology.

<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Introductory activity	<b>How are you with a statue:</b> Participants are asked to express how they arrived at the session through Image Theater.
<b>Activity 3:</b> Digital presence activity	<b>Cardinal points:</b> Positioning activity around topics such as the use of digital devices, online connection, and online relationships.
<b>Activity 4:</b> Digital presence activity	<b>Revelations and secrets:</b> Participants are asked to interpret difficult situations between teachers and students, and parents and children.
<b>Activity 5:</b> Evaluation activity	<b>Evaluation with a GIF or Emoji:</b> Participants are asked to express how they leave the session with a GIF or Emoji. They can be asked to create a brand new one, instead of using one already existing.

#### SESSION 3

The objectives of the session were to raise self-awareness and empathy both in online and offline relationships and encourage teamwork.

<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Introductory activity	<b>How are you with a statue:</b> Participants are asked to express how they arrived at the session through Image Theater.
<b>Activity 3:</b> Digital presence activity	<b>What brings you closer or further to: friends, family, school:</b> Participants are asked to define what brings them closer or pushes them away from friends, family, and school, in online and face-to-face settings.
<b>Activity 4:</b> Digital presence activity	<b>When you connect, connect your head:</b> Vision of the short video and debate.
<b>Activity 5:</b> Evaluation activity	<b>Evaluation with a GIF or Emoji:</b> Participants are asked to express how they leave the session with a GIF or Emoji. They can be asked to create a brand new one, instead of using one already existing.



## LEARNING PATH 2 (III)

### LOWER SECONDARY SCHOOL

#### SESSION 4

The objectives of the session were to stimulate attention and creative expression, introducing Journalistic theatre to work on representing a state of mind, a situation or a conflict, and on common problem-solving.

<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Digital presence activity	<b>Online privacy for children - protection and safety on the internet:</b> Vision of the short video and debate.
<b>Activity 3:</b> Digital presence activity	<b>Journalistic theatre:</b> Theatrical activity based on existing news that inspire the creation of Forum Theater scenes.
<b>Activity 4:</b> Evaluation activity	<b>Evaluation with a GIF or Emoji:</b> Participants are asked to express how they leave the session with a GIF or Emoji. They can be asked to create a brand new one, instead of using one already existing.

#### SESSION 5 AND 6

The objectives of the session were to deepen the experience of Journalistic theatre for the participants, empathise with the moods represented and learn how to read a newspaper article.

<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Digital presence activity	<b>Journalistic theatre:</b> Theatrical activity based on existing news that inspire the creation of Forum Theatre scenes.
<b>Activity 5:</b> Evaluation activity	<b>Evaluation with a GIF or Emoji:</b> Participants are asked to express how they leave the session with a GIF or Emoji. They can be asked to create a brand new one, instead of using one already existing.

## LEARNING PATH 2 (IV)

### LOWER SECONDARY SCHOOL

#### SESSION 7

The objective of the session was to stimulate concentration and critical thinking, focusing on knowing how to differentiate reliable information from fake news.

<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Introductory activity	<b>1, 2, 3 Bradford:</b> Participants are asked to work in pairs and substitute words with movements and sounds.
<b>Activity 3:</b> Digital presence activity	<b>What is fake news? Suggestions to recognize them - Fake news for children + Spot 1: Disinformation:</b> Vision of the short videos and debate.
<b>Activity 4:</b> Evaluation activity	<b>The hand:</b> Participants are asked to express their satisfaction using their fingers.

#### SESSION 8

The objectives of the session were to strengthen the discussion on fake/real news, nourishing critical thinking and giving some strategies to determine the reliability of an information.

<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Digital presence activity	<b>Recognising and creating fake news:</b> Participants are guided in a debate about fake news and are asked to create their own.
<b>Activity 3:</b> Evaluation activity	<b>The hand:</b> Participants are asked to express their satisfaction using their fingers.

#### SESSION 9

The objective for the session was for the participants to keep sharing experiences related to privacy and intimacy. Through Journalistic theatre, the participants worked on trusting each other, being trustworthy, and finding solutions together.

<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Sexting	<b>Think to post:</b> Vision of the short videos and debate.
<b>Activity 3:</b> Digital presence activity	<b>Journalistic theatre:</b> Theatrical activity based on existing news that inspire the creation of Forum Theatre scenes.
<b>Activity 4:</b> Evaluation activity	<b>The hand:</b> Participants are asked to express their satisfaction using their fingers.

## LEARNING PATH 2 (V)

### LOWER SECONDARY SCHOOL

#### SESSION 10

The objectives for the session were to keep fostering attention and self-analysis, and share experiences related to video games and their risks.

<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Introductory activity	<b>Go:</b> Participants are asked to play a game that fosters presence, attention, and non-verbal communication.
<b>Activity 2:</b> Digital presence activity	<b>Debate on addiction to video games</b>
<b>Activity 3:</b> Digital presence activity	<b>Journalistic theatre:</b> Theatrical activity based on existing news that inspire the creation of Forum Theatre scenes.
<b>Activity 4:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

#### SESSION 11

The objective of the session was to foster group work, by promoting open dialogue and preparing participants to debate critically with their individual opinion.

<b>Activity 1:</b> Introductory activity	Welcome to the session and check-in round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Digital presence activity	<b>Journalistic theatre:</b> Theatrical activity based on existing news that inspire the creation of Forum Theatre scenes.
<b>Activity 4:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

In Italy, the first SOPHIE pilot was carried out with primary and lower secondary students.

## **Organisation of the training and venue/s:**

Between February and April 2023, CESIE and ICCG carried out five two-hour sessions and ten one-hour sessions, for a total of twenty hours in primary school.

In secondary school, fifteen sessions lasting two hours each took place. In both cases, the workshop was implemented in the school premises.

## **Participants:**

In primary school, the pilot with students involved a fifth grade class composed of 20 children of 10 years old, half of them identifying as females and half as males. The school staff had previously observed cyberbullying episodes and a misuse of WhatsApp in this class, therefore the SOPHIE project responded to a specific need. The class is constituted by a heterogeneous group of children, coming from different social and economic backgrounds. Concerning the specific situations of some of the participants, there are two students with Special Educational Needs (SEN), one foster child, and a group of three male children has DOP behaviour. In terms of religious beliefs, except one child with Chinese origin and of Buddhist religion, all the others are Christians.

In secondary school, 40 participants were gathered from four different classrooms: three first grade and one second grade, between 11 and 12 years old. Most of those students come from vulnerable economic and social backgrounds. Among the students, one participant has functional and intellectual diversity, there were also SEN students and one foster student. In terms of origins, the great majority of the participants are Italian, except two students with Moroccan and Romanian origins.

## **Content and assessment**

### **WORKSHOP 1 WITH PRIMARY SCHOOL STUDENTS**

It has not been easy to introduce the topic at first because students were not aware of the dangers of digital tools and of the online environment. The main subject addressed by the activities was digital safety, undertaking topics like cyberbullying, digital identity, child pornography, data protection, fake news and digital wellbeing. The facilitators decided to combine the SOPHIE activities with some videos provided by the Italian Ministry of Education<sup>54</sup> to introduce some topics and strengthen the knowledge on specific issues.

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54 Italian Ministry of Education. *Generazioni Connesse* - Safer internet centre. [www.generazioniconnesse.it](http://www.generazioniconnesse.it)

The first session was dedicated to create a space where all diversities and opinions of the participants were welcomed. Through the *How are you with a statue* activity the participants learnt how to communicate with the body and empathise with others, to share feelings and recognise the emotions of their peers. Through the *Welcome to diversity* activity, all diversities in the group were acknowledged and validated.



The work on diversity and emotional intelligence continued during the second session. Participants appreciated the *Diversity triangle* activity because they could recognise commonalities and uniquenesses in the group. This activity was followed by the *River of expectations and fears*.

Session three was dedicated to foster the concentration and attention of pupils. They liked both the *Superhero* and *1, 2, 3 Bradford* activity as they helped them consider mistakes as learning opportunities.

During the fourth and fifth session, the group worked on movement, and the importance of mistakes as learning opportunities, introducing step by step theatrical activities to express themselves on the subjects of digital environment, digital safety, and online and offline relationships.

Session six and seven were dedicated to discuss the most used apps and raise awareness on the risks of social media and online chatting. After watching short videos, they started to create their own stories with Journalistic Theatre, which they greatly enjoyed. The seventh session highlighted the experiences of the participants around what brings them closer or

further in their online and offline relations to school, family and friends. This activity has been done in Chinese, Italian, Spanish and English.

Session eight to fourteen used Journalistic and Forum Theatre to focus on different aspects, such as online data protection, privacy, consent, cyberbullying, addiction to video games. Those activities helped foster critical thinking and collective problem solving.

During the last session, the participants presented their Forum Theatre play to other students, in order to share and socialise their experience and stimulate debate around digital presence and behaviours in the school.

The implementation of the workshop was challenging but successful. The students were enthusiastic and excited because they felt the topics were very close to them and the activities were dynamic and engaging. Key moments have been when we acknowledged and welcomed all the diversities present in the group and celebrated mistakes. Through the workshop, students strengthened their critical thinking and problem-solving skills. They worked in teams, addressing and overcoming conflicts to achieve a common goal.

## **WORKSHOP 2 WITH LOWER SECONDARY SCHOOL STUDENTS**

The first session was dedicated to getting to know each other, start working with the body, investigate the interests and needs that students had in relation with online learning and digital presence and give value to all the diversities of the group in order to overcome stereotypes.

The second session has been the occasion to discuss the risks of the digital environment and different strategies when difficult situations emerge: counting on friends, help from adults... Mutual understanding and empathy were promoted with the *Secrets and revelations* activity.

During the third session, the facilitators aimed to boost team building in order to then enter deeply into the workshop's topics. The participants were also asked to share their expectations and fears. With the *What brings you closer or further to: friends, family, school* activity, they could reflect on how technology can have a negative impact on children, estranging them from their parents and friends. They also analysed the dangers of the online environment by watching the video *Quando di connetti, connetti la testa* (When you connect, connect your head).

The fourth session focused on data protection and identity theft. The participants' experiences, combined with the previous discussions and with news on cyberbullying that had been shared, were then transformed into stories, dramatised and performed in front of the class during the fifth and sixth session.



The seventh and eighth session were dedicated to recognise fake news, while the ninth focused on privacy, sexting and consent.

The objective of the tenth and eleventh session was to raise awareness and discuss the addiction to video games. The participants came up with a list of five suggestions to overcome it and then created short Forum Theatre plays.

The SOPHIE workshop was a success, as it gave students the chance to meet new people from other classes and try out alternative learning techniques. The Forum Theatre methodology was very appreciated, as well as the possibility to work in open environments. The most challenging aspect was time management, also in light of the large number of students.

## The experience in Slovenia: INTER-KULTURO and ORMS (I)

### SESSION 1

The objectives of the session were to introduce the project and workshop, break the ice and start using the body to communicate. Furthermore, the session was helpful to investigate the students' relationship, needs, opinions, knowledge and use of the digital environment, particularly the apps and around online learning. The session also deepened into concepts such as digital health and safety.

<b>Activity 1:</b> Introductory activity	<b>Presentation</b> of the organisation, facilitation team and the SOPHIE project.
<b>Activity 2:</b> Introductory activity	<b>How are you with a statue:</b> Participants are asked to express how they arrived at the session through Image Theater.
<b>Activity 3:</b> Digital presence activity	<b>Apps used in leisure time:</b> Discussion on the main online apps and platforms used by the participants.
<b>Activity 4:</b> Digital presence activity	<b>Revelations and secrets:</b> Participants are asked to interpret difficult situations between teachers and students, and parents and children.
<b>Activity 5:</b> Digital presence activity	<b>What brings you closer or further to: friends, family, school:</b> Participants are asked to define what brings them closer or pushes them away from friends, family, and school, in online and face-to-face settings.
<b>Activity 6:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

### SESSION 2

The objectives of the session were to keep learning about the students' use of the Internet, and to reflect and discuss online sexuality, gambling, addiction, and cyberbullying.

<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Digital presence activity	<b>Diagnostic questions on digital use and presence:</b> Diagnosis of interests and needs through questions about the use and access to the internet and platforms.
<b>Activity 3:</b> Digital presence activity	<b>Journalistic theatre:</b> Theatrical activity based on existing news that inspire the creation of Forum Theater scenes.
<b>Activity 4:</b> Digital presence activity	Watching a <b>video</b> as inspiration for discussion and further activities.
<b>Activity 5:</b> Evaluation activity	<b>The hand:</b> Participants are asked to express their satisfaction using their fingers.



## The experience in Slovenia (II)

INTER-KULTURO and ORMS

### SESSION 3

The objectives of the session were to tackle diversity on the internet and in the world, in particular on social media, fostering assertive communication and conflict transformation.

<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Introductory activity	<b>Welcome to diversity:</b> All types of diversity are welcomed in the group. Participants step forward if they feel identified with the phrases said by the facilitator.
<b>Activity 3:</b> Introductory activity	<b>1, 2, 3 Bradford:</b> Participants are asked to work in pairs and substitute words with movements and sounds.
<b>Activity 4:</b> Digital presence activity	<b>Positive and negative aspects of social media:</b> Participants are asked to identify positive and negative aspects of social media.
<b>Activity 5:</b> Evaluation activity	<b>Evaluation with a GIF or Emoji</b> Participants are asked to express how they leave the session with a GIF or Emoji. They can be asked to create a brand new one, instead of using one already existing.

### SESSION 4

The objectives of the session were to foster resilience and strategies to critically address the risks that are present on the Internet and in the use of digital devices.

<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Introductory activity	<b>Superheroes:</b> Participants are asked to make a circle and interpret three superheroes through certain sounds and movements.
<b>Activity 3:</b> Digital presence activity	<b>Cardinal points:</b> Positioning activity around topics such as the use of digital devices, online connection, and online relationships.
<b>Activity 4:</b> Digital presence activity	<b>Image theatre and posters:</b> Creation of statues and posters on assertive communication, digital safety, and pros and cons of the Internet.
<b>Activity 5:</b> Evaluation activity	<b>What have we learned?:</b> Discussing everything the children have learned in the last four meetings. Together, we recapitulated what the starting points and findings of each session were, what the children liked, and what they liked less.

## **Organisation of the training and venue/s**

In Slovenia, the workshop was carried out between the 10th of February and the 24th of March (one session every two weeks), in the premises of the school and it was divided into four sessions each lasting five hours.

## **Participants**

The group consisted of 20 participants, of whom 12 females and 8 males, aged between 11 and 13 years old. The majority of the participants are of Slovenian nationality, and a girl belongs to the Roma ethnic group. The school is not very diverse regarding religion, since in Slovenia people mainly belong to the Christian religion, but a big part of the population is not practising. The school is located in a rural area and the participants belong to families with different social statuses.

## **Content and assessment**

The aim of the workshop was to enhance participants' digital competences, teach them to recognise and address the risks that they might encounter in the web and promote their responsible, respectful and resilient digital citizenship.

Especially important topics in the context of pupils' use of the Internet were online sexuality, gambling, addiction, and cyberbullying. However, in order to make connections between the online and the offline world, focus was put on raising awareness among pupils on the fact that there are real people on the other side of the communication channel, even when they don't see/know them. The aim was to foster general interpersonal skills and their transfer and application to the virtual world. The activities were chosen to raise awareness on diversity, assertive communication, and caring online behavioural patterns. Discussions were held on how to behave, how to defend oneself but also on who to turn up to when pupils need help.

Each session had specific objectives and was implemented through different activities. Students enjoyed participating in Forum Theatre activities and got really engaged in discussions and sharing of experiences. The greatest success was registered by the theatrical activities based on newspapers: although students were a little clumsy with acting the different roles, the activity triggered a very fruitful and constructive conversation on peer pressure. A particularly strong impact was reached by asking pupils to experience different roles and to interpret situations from different perspectives. This enabled them to perceive the broadness of the topic of digital safety and consider that sometimes things might be different from what our first impression suggests. Through the workshop, the participants were also encouraged to find alternative solutions to common problems and conflicts, and the facilitators were left with the feeling that they will try to implement these solutions when they encounter conflict in the future.





4.2

## Training course for teachers and school staff safe and inclusive online learning

Between April and October 2023, the partner organisations carried out a 10-hour training course for teachers and school staff called **“Safe and inclusive online learning”**. The main aims of the training were to create a space in which participants could share and learn new strategies:

- to **detect students’ difficulties** in online learning and their causes in order to address them adequately and make **online education more effective and inclusive;**
- to **support, accompany and guide students** in the digital environments, enabling them to recognise and address the **risks** connected to the use of the Internet, with special attention to **cyberbullying.**

## The experience in Spain: La Xixa and FEP L'Esperança (I)

### SESSION 1

The objectives of the session were to break the ice and make participants and facilitators get to know each other. The team also aimed to introduce both the project and the workshop. Furthermore, the session was helpful to investigate the teachers' relationship with the technological tools and specifically with the online learning environment, as well as to deepen their needs and interests related to the project.

<b>Activity 1:</b> Introductory activity	<b>Presentation</b> of the organisation, facilitation team and the SOPHIE project.
<b>Activity 2:</b> Introductory activity	<b>Presentation round of the participants:</b> Participants are asked to say their name and combine it with a movement they represents them.
<b>Activity 3:</b> Introductory activity	<b>Welcome to diversity:</b> All types of diversity are welcomed in the group. Participants step forward if they feel identified with the phrases said by the facilitator.
<b>Activity 4:</b> Digital presence activity	<b>Apps and platforms used in formal learning/teaching:</b> Discussion on the main online apps and platforms used by the participants, together with their pros and cons.
<b>Activity 5:</b> Digital presence activity	<b>Defining inclusive and safe online learning:</b> Participants are asked to share how they think that online learning should be in order to be safer, more engaging, effective and inclusive.
<b>Activity 6:</b> Digital presence activity	<b>Revelations and secrets:</b> Participants are asked to interpret difficult situations between teachers and students, and parents and children.
<b>Activity 7:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

## The experience in Spain (II)

La Xixa and FEP L'Esperança

### SESSION 2

The objective of the session was to keep investigating the use, knowledge, preferences and opinions of the participants on apps used in leisure time, fostering critical thinking and emotional intelligence. The session also dedicated time to the presentation of the Forum Theater play about cyberbullying prepared by the students.

<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Introductory activity	<b>How are you with a movement:</b> Participants are asked to express how they arrived at the session through movement.
<b>Activity 3:</b> Introductory activity	<b>Human map:</b> Participants stand on an imaginary map according to their origins
<b>Activity 4:</b> Digital presence activity	<b>Apps used in leisure time:</b> Discussion on the main online apps and platforms used by the participants.
<b>Activity 5:</b> Digital presence activity	<b>Challenging conversations/guidelines for critical thinking:</b> Participants are provided with a set of guiding questions aimed at tackling specific situations related to digital presence and foster conversations among adults and children fostering critical thinking.
<b>Activity 6:</b> Digital presence activity	<b>Forum Theatre presentation:</b> Participants attended a Forum Theatre created by students about cyberbullying. Forum theatre is a type of interactive and participatory theatre developed by Augusto Boal, used for social and political purposes, often in the context of promoting dialogue and activism. Here are its fundamental elements: <ol style="list-style-type: none"> <li>1. A short Forum Theater play co-constructed by the participants/actors and depicting an oppression, conflict, or injustice is presented.</li> <li>2. The audience (spect-actors and spect-actresses) is invited to suggest changes to the story. The facilitator (Joker) stops the action so that the character/s can be replaced and alternative solutions to the problems presented can be offered by the audience.</li> </ol>
<b>Activity 7:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

## The experience in Spain (III)

La Xixa and FEP L'Esperança

### SESSION 3

The objective of the session was to explore what kind of difficulties, concerns and fears the school staff is facing in their respective roles and positions, working particularly on their exposition to students in an online and an offline environment.

<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Introductory activity	<b>How are you with an element of nature:</b> Participants are asked to express how they arrived at the session using elements of nature.
<b>Activity 3:</b> Introductory activity	<b>Superheroes:</b> Participants are asked to make a circle and interpret three superheroes through certain sounds and movements.
<b>Activity 4:</b> Digital presence activity	<b>Critical incident with memes:</b> The participants are asked to reflect on their belief systems and values while facing images related to the digital environment.
<b>Activity 5:</b> Digital presence activity	<b>Embodying the internal critic:</b> Participants are invited to engage in an internal dialogue to train self-awareness and acquire tools and resources useful to manage and overcome situations of stress or uncertainty.
<b>Activity 6:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

## Organisation of the training and venue/s:

In Spain, the pilot with teachers was carried out at FEP Escola L'Esperança based in the Baró de Viver neighbourhood, in Sant Andreu district in Barcelona. The first session was implemented with two separate groups (primary and secondary school teachers divided), while the others with the group altogether. The days selected for the sessions were: 19th of April, 28th of June and 27th of September. As part of the second session, the participants attended a Forum Theatre presentation prepared by their students.

## Participants:

34 teachers and school staff participated in the sessions. The age range was between 30 to 50 years old, with a majority of women. In terms of origins, the participants were all Spanish nationals, mostly from Catalonia.



## Content and assessment:

The first session with teachers consisted of presenting the project and getting to know the participants, as well as understanding what their expectations for the workshop were. In general, the teachers were very curious and eager to incorporate what they would learn into their professional practice, in order to make digital education more effective and inclusive. They shared their experiences with apps, platforms and websites in use for teaching and communicating with families, and then discussed what they understand by “inclusive and safe online learning”. They talked about the difficulties they encounter in their daily professional life in relation to digital devices and the Internet (mostly distraction from their students and inequality in their digital competences) and in the relationship with their students’ families. The *Revelations and secrets* activity that followed the discussion was appreciated and very



useful to reflect on the teachers' role in students' digital experiences. Since some of the participants are also parents, the group talked also about the role of families in children's use of technology. The participants agreed that it is necessary to dose and monitor the exposure of children to screens, as well as to provide more emotional support. There were also teachers who pointed out the educational advantages of online platforms, and underlined the importance of teaching children when and how to use them in order to protect them from potential threats. At the end of the session, the group reflected on the importance of acquiring tools to navigate the Internet safely and knowing how to react in dangerous situations. All participants were very satisfied and pleasantly surprised by this session and stated that they had gained motivation and interest for the following ones.

During the second session, the participants discussed the most used apps. The participants could share their main concerns around the use of digital tools by children: online violence, lack of concentration and interaction in face-to-face activities, excessive time dedicated to online activities, and competitiveness. Through the *Challenging conversations/guidelines for critical thinking*, the participants were then presented with triggering questions about the possible solutions to those concerns:

- Would it be the solution to forbid mobile phones in the schools?
- What is the responsibility and role of the school? What is the responsibility and role of the families?
- Is there anything that you tried in the classroom that has been useful?

According to the participants,

- *"there are no univocal solutions, it is a matter of trying what works better in each situation"*
- *"more work on oneself, on concentration, empathy and respect is needed",*
- *"it is necessary for children to understand that their online behaviour impact also their 'real' life"*
- *"digital life is real life, so it needs to reflect what they would normally do in face-to-face relationships"*

At the end of the session, the participants attended a Forum Theatre play on cyberbullying created and staged by five students (3 females and 2 males). The main reflections pointed out the necessary cohesion and coherence between school and families when regulating children's use of mobile phones.

During the third session, the focus was on the teacher's roles and values, which were investigated through the *Embodying the internal critic* and *Critical incident* activities, in which it was made clear that also adults often participate in discriminating online behaviours, and they need to be aware of that in order to help children face difficult situations, be able to rely on peers and adults and look for tools to combat the risks that they encounter.

## The experience in Greece: Symplexis and ICCGR (I)

### SESSION 1

The objectives of the first session were to introduce the project and the team, inviting and involving teachers in the SOPHIE project. We wanted the participants to share knowledge and experiences related to the subject of the project, focusing on diversity. *reflecting on what inclusion and safety means, and on the potentialities and weaknesses of online learning.*

<b>Activity 1:</b> Introductory activity	<b>Presentation</b> of the organisation, facilitation team and the SOPHIE project.
<b>Activity 2:</b> Introductory activity	<b>Presentation round of the participants:</b> Participants are asked to say their name and combine it with a movement they represent.
<b>Activity 3:</b> Introductory activity	<b>Welcome to diversity:</b> All types of diversity are welcomed in the group. Participants step forward if they feel identified with the phrases said by the facilitator.
<b>Activity 4:</b> Introductory activity	<b>Diversity triangle:</b> Participants are asked to find things that they have in common and those that make them unique.
<b>Activity 5:</b> Introductory activity	<b>River of expectations and fears:</b> Participants are asked to draw a river that symbolises the workshop, and to include their expectations and fears related to it.
<b>Activity 6:</b> Evaluation activity	<b>Evaluation with a GIF or Emoji:</b> Participants are asked to express how they leave the session with a GIF or Emoji. They can be asked to create a brand new one, instead of using one already existing.

## The experience in Greece (II)

Symplexis and ICCGR

### SESSION 2

The objectives of the session were to foster team building among participants through familiarisation with theatrical techniques such as Forum Theatre, working on empathy and assertive communication. This session also raised awareness about the risks of the digital environment, deepening their understanding of inclusive and safe online learning, as well as discussing the positive and negative aspects of social media.

<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Digital presence activity	<b>Defining inclusive and safe online learning:</b> Participants are asked to share how they think that online learning should be in order to be safer, more engaging, effective and inclusive.
<b>Activity 3:</b> Digital presence activity	<b>Positive and negative aspects of social media:</b> Participants are asked to identify positive and negative aspects of social media.
<b>Activity 4:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

### SESSION 3

The objectives of the session were to raise awareness about the limits of online and offline communication using Journalistic Theatre to discuss and find collective solutions to the problems represented.

<b>Activity 1:</b> Introductory activity	<b>How are you with an element of nature:</b> Participants are asked to express how they arrived at the session using elements of nature.
<b>Activity 2:</b> Introductory activity	<b>Broken phone:</b> Activity that fosters creativity and non-verbal communication, while the participants try to reproduce a movement that passes from one person to the other.
<b>Activity 3:</b> Digital presence activity	<b>Journalistic theatre:</b> Theatrical activity based on existing news that inspire the creation of Forum Theater scenes.
<b>Activity 4:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

## The experience in Greece (III)

Symplexis and ICCGR

### SESSION 4

The objective of the session was to foster critical thinking through discussions on the perceptions and reliability of the news, giving tools to analyse the construction and transmission of fake/real news, and strategies to identify the reliability of an information.

<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Digital presence activity	<b>Short theatrical scene:</b> A short theatrical scene on online learning and digital presence is interpreted.
<b>Activity 3:</b> Digital presence activity	<b>Recognising and creating fake news:</b> Participants are guided in a debate about fake news and are asked to create their own.
<b>Activity 4:</b> Evaluation activity	<b>Evaluation with a song:</b> Participants are asked to express how they leave the session with a song. To do so, they can share the link through a previously created WhatsApp group.

### SESSION 5

The main objective was to promote open dialogue and tool up participants to collective and individual problem-solving, experiencing parent-child, teacher-student relationships in role-play, thus delving into different perspectives on subject such as digital presence, critical thinking and relations.

<b>Activity 1:</b> Introductory activity	<b>How are you with a movement:</b> Participants are asked to express how they arrived at the session through movement.
<b>Activity 2:</b> Digital presence activity	<b>Revelations and secrets:</b> Participants are asked to interpret difficult situations between teachers and students, and parents and children.
<b>Activity 3:</b> Digital presence activity	<b>Challenging conversations/guidelines for critical thinking:</b> Participants are provided with a set of guiding questions aimed at tackling specific situations related digital presence and foster conversations among adults and children fostering critical thinking.
<b>Activity 4:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

## **Organisation of the training and venue/s:**

In Greece, the pilot with teachers was carried out by Symplexis and the Interorthodox Centre of the Church of Greece in collaboration with the school staff of the 1st Gymnasium of Mandra, in the region of West Attika. The principle of the school played a significant role in mobilising the school's staff, and in finding the most suitable times for the pilot. Specifically, the pilot was made up of a total of five sessions, each lasting two hours, held at the school premises of the 1st Gymnasium of Mandra. The workshops were implemented between the 4th and the 21th of September 2023, during lunch break.

## **Participants:**

During the pilot, 20 participants took part and from this group 19 were teachers including the school Principal, and one social scientist who works in the school. The group was constituted of 16 participants identifying as females and 4 as males. The group was very diverse regarding the age and the teaching subjects but homogeneous regarding the ethical and religious aspect. The participation in the pilot training was voluntary.



## **Content and assessment:**

The main objectives of the workshop were to create a supportive and judgement-free space where teachers and school staff could share their experiences and exchange ideas concerning safety issues on the Internet. For the facilitators it was really important to highlight the impact of internet use on inclusive learning and raise awareness about potentially threats and dangerous situations for the students in online platforms and social media. To achieve

these goals, the priority of the team was to explore creative, participative, dynamic and innovative methodologies, such as Forum Theatre and non-formal education activities, as a means to engage school staff in discussions about their digital health and safety, as well as to foster dialogue between parents, children, and school.

The pilot training for school staff was implemented successfully, as the participants were really concerned about the threats of the internet and about the impact on schooling. Over the piloting of the five sessions, a wide range of complex and crucial topics were discussed. These included online dangers, bullying, explicit material, cyber harassment, hate speech and hostile online conversations, unauthorised sharing of private intimate content online, pros and cons of parental control over technology usage, unauthorised sharing of personal information or images, matters related to gender and identity, excessive technology use or addiction, and the impact of violent or monetized video games.

To this extent, educational and informative materials have been created for the attendees to deal better with controversial issues concerning online safety and inclusive learning. The theatrical based exercises, thoughtfully adapted to the specificities of the participants, corresponded to their needs and thus very appreciated. They helped teachers to investigate diverse scenarios, to experiment with alternative learning methods, and to acquire proficiencies in order to confront challenges or conflicts regarding their students' use of digital devices.

The teachers were willing to delve deeper into the topics of the pilot, to share perspectives, experiences and ideas, although the beginning of the school year is very busy for them. Attendees actively participated in the exercises, and highly appreciated the theatrical pedagogical tools that have been created in the frame of the SOPHIE project. They even showed interest in including them in their learning toolbox. It seems that the pilot provided them with new methods and tools which enhanced their confidence and ability to deal with issues related with online safety and inclusive learning. They could also better understand the reality of the problems and the threats, and how it affects the safe and inclusive learning process. In the final session, the trainers had the opportunity to evaluate the pilot, and to explore possible adjustments with the participating teachers.

The facilitators received very important feedback from the pilot training with members of the school staff. The implementation of this pilot training with school staff enhanced Greek organisations, equipping them with invaluable expertise and experience while deepening our dedication to addressing the project's concerns, both within its scope and in broader contexts. The related dissemination activities will take place and will include posts on the project's website, social media, the school's website and an extended presentation of the project to our network of teachers.

However, it should be mentioned that time management of activities is a difficult issue, especially when the training involves motivated teachers. Most members of the group expressed strong views on the issues, and discussions sometimes lasted longer. If we had

the chance to do another pilot, we would choose to do it in the form of a two-day workshop, lasting 10 hours or more on a weekend during school holidays. In this way, we believe that the dynamics of the team would be strengthened and we would avoid having to find the right hours during the school term.

The piloting session with teachers focused on the discussion and in-depth analysis of inclusive online learning. Participants had the opportunity to exchange their views and identify all major internet security issues. Moreover, they centred sufficiently on diversity in school and how it affects students' lives online and offline. Teachers stated that it was helpful to **understand students' behaviour regarding mobile phone use at school and explored alternative ways to discuss and approach the problems caused in schooling**. The activities strengthened **teachers' empathy** and trained them in practical ways of **communicating with their students in a more experiential and emotional way to address problems together**. The participating teachers discovered that, in addition to the well-known platforms, there are many others that they do not know how they work or how they affect young people. That is why it's really important to familiarise teachers with the platforms/tools for educators and the way to use them in order to promote safe online learning.

Via the sessions, the school staff brought up **strategies to deal with scenarios and behaviours that may create risks or dangers for the students in online learning**. More specifically, the facilitators empowered teachers to investigate plans and guidelines, experiment with alternative and non-aggressive methods, and acquire fresh proficiencies to confront challenges, conflicts, disputes, and emotionally intricate situations regarding their students' use of digital devices.

## The experience in Italy: CESIE and ICCG (I)

### SESSION 1

The objectives of session one were to learn how to empathise with other participants and compare their ideas while making teachers aware of the risks incurred while using the Internet

<p><b>Activity 1:</b> Introductory activity</p>	<p><b>How are you with a statue:</b> Participants are asked to express how they arrived at the session through Image Theatre.</p>
<p><b>Activity 2:</b> Introductory activity</p>	<p><b>River of expectations and fears:</b> Participants are asked to draw a river that symbolises the workshop, and to include their expectations and fears related to it.</p>
<p><b>Activity 3:</b> Introductory activity</p>	<p><b>Shaking hands:</b> Name game in which participants are invited to introduce themselves by shaking hands, then saying the name of the other person and finally exchanging names with each other. In the debriefing errors should be valued and celebrated.</p>
<p><b>Activity 4:</b> Digital presence activity</p>	<p><b>Meeting with an expert:</b> The participants meet with an expert that informs them about the risks on the Internet.</p>
<p><b>Activity 5:</b> Evaluation activity</p>	<p><b>Online evaluation:</b> Participants are asked to give their feedback on the session through an online app.</p>



## The experience in Italy (II)

CESIE and ICCG

### SESSION 2

The objective of this session was to foster empathy, have an understanding of addictions, encourage active listening, and explore the relationship between students and teachers or children and parents. Theatrical techniques were introduced through Image theater and short theatrical scenes.

<b>Activity 1:</b> Introductory activity	<b>Hello with the body and de-mechanization:</b> De-mechanization exercise aimed at creating a relaxed atmosphere among participants, stimulating recognition of each other, movement, concentration, and creativity.
<b>Activity 2:</b> Digital presence activity	<b>Meeting with an expert:</b> The participants meet with an expert that informs them about addiction disorders, cyberbullying, and teacher-student/parent-children relationships.
<b>Activity 3:</b> Digital presence activity	<b>What brings you closer or further to: friends, family, school:</b> Participants are asked to define what brings them closer or pushes them away from friends, family, and school, in online and face-to-face settings.
<b>Activity 4:</b> Digital presence activity	<b>Short theatrical scene:</b> A short theatrical scene on online learning and digital presence is interpreted.
<b>Activity 5:</b> Digital presence activity	<b>Image theatre:</b> Participants are asked to interpret with their bodies concepts connected to online presence and its risks.
<b>Activity 6:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

## The experience in Italy (III)

CESIE and ICCG

### SESSION 3

The objectives of the session were to stimulate collaboration and concentration, learning how to work synergistically and how to represent a state of mind. Forum theatre was also introduced.

<p><b>Activity 1:</b> Introductory activity</p>	<p><b>1, 2, 3 Bradford:</b> Participants are asked to work in pairs and substitute words with movements and sounds.</p>
<p><b>Activity 2:</b> Digital presence activity</p>	<p><b>Forum Theater presentation:</b> Forum theatre is a type of interactive and participatory theatre developed by Augusto Boal, used for social and political purposes, often in the context of promoting dialogue and activism. Here are its fundamental elements:</p> <ol style="list-style-type: none"> <li>1. A short Forum Theater play co-constructed by the participants/actors and depicting an oppression, conflict, or injustice is presented.</li> <li>2. The audience (spect-actors and spect-actresses) is invited to suggest changes to the story. The facilitator (Joker) stops the action so that the character/s can be replaced and alternative solutions to the problems presented can be offered by the audience.</li> </ol>
<p><b>Activity 6:</b> Evaluation activity</p>	<p><b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.</p>

### SESSION 4

The objectives of the session were to learn how to simulate a particular situation and how to deal with it, as well as being introduced to the functioning of the most popular apps in the World.

<p><b>Activity 1:</b> Introductory activity</p>	<p><b>Superheroes:</b> Participants are asked to make a circle and interpret three superheroes through certain sounds and movements.</p>
<p><b>Activity 2:</b> Digital presence activity</p>	<p><b>SOPHIE card game:</b> The participants are invited to interpret short scenes proposed through the SOPHIE cards.</p>
<p><b>Activity 3:</b> Digital presence activity</p>	<p><b>Meeting with an expert:</b> The participants meet with an expert that speaks about the use of the main social media platforms and apps.</p>
<p><b>Activity 4:</b> Evaluation activity</p>	<p><b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.</p>

## Organisation of the training and venue/s

The piloting with the teachers was carried out by CESIE and ICCG throughout October 2023 (from the 11th to the 25th), with 4 sessions lasting from three hours to an hour and a half, for a total of ten hours. The activities were organised at the conference room of the “Cassarà -Guida” Institute. A Google Form was prepared and sent, together with a note in the school board and the Whatsapp group of the “Cassar-Guida” institute. Some participants shared the google form link with teachers from other schools.

## Participants

Twenty-two teachers have been involved, mostly from the “Cassarà-Guida” Institute, but some of them came from other schools. The teachers all teach in primary school and lower secondary school and were all motivated to improve their digital skills, as well as recognizing and addressing the risks associated with the use of the Internet.

It was a heterogeneous teaching group both from the point of view of the disciplines taught and the age group to which they belonged.



## Content and assessment

The main objectives of this training were 2:

- Generate tools for teachers to support, accompany and guide students during online learning and the use of digital tools in the classroom.
- Provide knowledge related to the conscious use and dangers of the network and train them to accompany students in facing the challenges of the digital world.

The course in general was appreciated by the participants because it provided stimuli for reflection, created several moments for the discussion of ideas and provided an exhaustive material to be used in class with the students. The participants greatly appreciated the activities in which it was necessary to play a role in very specific situations: these allowed the teachers to experience first-hand some problems and, therefore, better understand the point of view of the people in certain situations.

Another positive aspect was the collaborative and relaxed atmosphere created during the course, which favoured the opening of the participants to a continuous exchange of ideas and experiences.

However, the time available has not always allowed the participants and the facilitators to adequately develop the activities prepared, so it has been suggested to expand the number of training hours.

Except for time limitations, participants understood the importance of paying attention to the topics covered in their teaching activities. In the Cassarà-Guida institute, awareness of the importance of these issues has grown, the facilitators have acquired more skills to be able to sustain other training moments and expand on other future projects.

It is planned over the next few years to propose training to new teachers entering the school.



# The experience in Slovenia: Inter-kulturo and Osnovna šola Rudolfa Maistra Šentilj (I)

## SESSION 1

The objectives of the session were to raise awareness and respect for diversity in the group and online, and to introduce the Forum Theatre methodology and how to apply it in teaching students about Internet safety.	
<b>Activity 1:</b> Introductory activity	<b>Presentation</b> of the organisation, facilitation team and the SOPHIE project.
<b>Activity 2:</b> Introductory activity	<b>Presentation round of the participants:</b> Participants are asked to say their name and combine it with a movement they represents them.
<b>Activity 3:</b> Introductory activity	<b>Welcome to diversity:</b> All types of diversity are welcomed in the group. Participants step forward if they feel identified with the phrases said by the facilitator.
<b>Activity 4:</b> Introductory activity	<b>Diversity triangle:</b> Participants are asked to find things that they have in common and those that make them unique.
<b>Activity 5:</b> Digital presence activity	<b>Revelations and secrets:</b> Participants are asked to interpret difficult situations between teachers and students, and parents and children.
<b>Activity 6:</b> Digital presence activity	<b>Useful apps:</b> Actionbound Participants were introduced to an app for playing digitally interactive hunts to lead the learner on a path of discovery.
<b>Activity 7:</b> Digital presence activity	How to use OneDrive and Smartboard Participants were introduced to the tools listed to empower them with digital skills necessary for their everyday tasks with learners.
<b>Activity 8:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

## The experience in Slovenia (II)

Inter-kulturo and Osnovna šola Rudolfa Maistra Šentilj

### SESSION 2

The objectives of the session were to raise awareness among participants on the possible threats that they could encounter whilst engaging in online activities, as well as getting to know the useful platforms/tools for educators and how to use them.

<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Introductory activity	<b>1, 2, 3 Bradford:</b> Participants are asked to work in pairs and substitute words with movements and sounds
<b>Activity 3:</b> Introductory activity	<b>Superheroes:</b> Participants are asked to make a circle and interpret three superheroes through certain sounds and movements.
<b>Activity 4:</b> Digital presence activity	<b>Apps used in leisure time:</b> Discussion on the main online apps and platforms used by the participants.
<b>Activity 5:</b> Digital presence activity	<b>Apps and platforms used in formal learning/teaching:</b> Discussion on the main online apps and platforms used by the participants, together with their pros and cons.
<b>Activity 6:</b> Digital presence activity	<b>Defining inclusive and safe online learning:</b> Participants are asked to share how they think that online learning should be in order to be safer, more engaging, effective and inclusive.
	<b>Kahoot quiz - Internet safety</b>
	<b>Didactic cards for students - What to do when using the internet</b> Participants were given the cards which they can use at their work with students to lead them on the path of using the internet safely. It was demonstrated in the workshop how to work with the cards.
<b>Activity 6:</b> Evaluation activity	<b>Useful tools: Kahoot</b> Participants were introduced to a cloud-based quiz platform useful for work with students. The staff was given time in the workshop to study the platform and try out how to use it in their work.
<b>Activity 6:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

## The experience in Slovenia (III)

inter-kulturo and Osnovna šola Rudolfa Maistra Šentilj

### SESSION 3

The objective of the session was to identify strategies to use when encountering potentially unsafe, dangerous or risky online situations and behaviours.

<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind
<b>Activity 2:</b> Introductory activity	<b>Go:</b> Participants are asked to play a game that fosters presence, attention, and non-verbal communication.
<b>Activity 3:</b> Digital presence activity	<b>Challenging conversations/guidelines for critical thinking:</b> Participants are provided with a set of guiding questions aimed at tackling specific situations related to digital presence and foster conversations among adults and children fostering critical thinking.
	<b>Cyberbullying and adolescent internet abuse:</b> Participants are asked to work in groups and roleplay the situation described in an online handbook on Internet safety which one can find on the platform safe.si that supports professional workers in the field of education
	<b>Useful tools: Canva:</b> Participants were introduced to an online graphic design platform to empower them with digital skills necessary for their everyday tasks with learners.
	<b>OneDrive - addition to Workshop 1:</b> Participants showed the lack of skills to use the presented tool and were given additional time to study and try out the tool named.
<b>Activity 6:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

## The experience in Slovenia (IV)

Inter-kulturo and Osnovna šola Rudolfa Maistra Šentilj

### SESSION 4

**ONLINE SESSION:** The objectives of the session were to provide feedback about the piloting activities and getting to know more useful links to be used in classes for the addressed topic.

**Activity 1:**  
Introductory activity

**Welcome** to the session and **check-in** round for participants to share their feelings and state of mind.

**Individual work in Sophie online classroom for teachers:**

Online classroom was created for the participants to find all the material used in piloting there. The last session was dedicated to self-study of the material. Piloting teachers supported them by additionally answering their questions and explaining unclear aspects of the piloting.

**Feedback questionnaires:**

Staff members filled in the questionnaires about the piloting.

**Useful links:**

Participants can find additional links bound to the topic of the piloting in the online classroom for the later usage.



## Organisation of the training and venue/s

The piloting took place on April 11<sup>th</sup>, April 25<sup>th</sup>, May 9<sup>th</sup>, and May 12<sup>th</sup> 2023. We carried out the activities in the classroom and for a big part of the activities we used the ICT classroom in the school.

## Participants

The group consisted of 20 participants. The teachers and other members of the staff (ICT engineer, kindergarten teachers, a librarian and members of the school management) participated in these workshops on a voluntary basis after their regular work hours, in the afternoon. Two representatives were part of the school's management (the headteacher and the deputy). The ICT engineer and the librarian were also a part of the team. The rest of the group were either primary or secondary teachers and a representative from the kindergarten, which is also a unit of our organisation.



## Content and assessment

We carried out our sessions in the form of three meetings, each lasting 3 hours. The final session was organised as a self-study. The members of the piloting were given instruction in the online classroom, where they filled in questionnaires and followed certain links to recap and self-assess activities presented and worked on in the first three sessions.

The goal of the pilots was to discuss online safety of children and to reflect on approaches how teachers can be facilitators of safe online learning. Additionally, teachers have expressed

interest in getting to know better useful tools for their own online work and thus we included a teacher of informatics who presented selected useful tools.

The main objectives of the piloting were:

- To recognize potentially unsafe, dangerous or risky online situations and behaviours.
- To identify rules for avoiding unsafe, dangerous or risky online situations and behaviours.
- To identify strategies to use when encountering potentially unsafe, dangerous or risky online situations and behaviours.
- To be aware of the nature of the possible threats that students could encounter whilst engaging in activity through the Internet.
- To get to know the useful platforms/tools for educators.
- To get to know the Forum Theatre methodology and how to apply it in teaching students about Internet safety.

The piloting went well. Staff members were initially scared of the fact they would feel tired (the workshops were carried out in the afternoon, after their regular work) and that they would not understand or be able to remember the activities of the pilot. They soon realised that the programme of the pilot offers a lot of new and useful ideas and that the methodology of the work in it differs from their regular work and they relaxed and enjoyed the activities and were highly motivated for the work throughout all the workshops.

The most valuable results were as follows:

- learning and understanding the Forum Theatre methodology,
- materials provided for the work with students (cards, quizzes etc.),
- getting to know many useful platforms, apps, and links for the field of education.

The idea of starting the workshops with stimulating activities based on forum theatre turned out to be successful since they had a relaxing impact on the participants and these activities opened participants' willingness to actively cooperate. They reported they had a lot of fun in the pilot.

It would be better if we had more time to plan and carry out the pilots in a longer period but due to the change of the project's timeline we had to adjust the execution and perform this in a very short time, which was quite tiring.

We found out that not all the needs educators have in our organisation in the field of the addressed topic could be covered in 10 hours so we will continue offering and choosing such programmes in the future.

They received a lot of ideas and materials to use in their work with students. One could hear participants discussing the ideas after the workshops not only among the member of the group but also with other staff members who could not take part in it for some reasons.

The facilitators asked themselves the question about the organisation's needs prior the preparation of the programme and hence improved the skills of the members in the addressed field. It turned out to be a good opportunity to enhance the collaboration among them. It was real teamwork which will be used even more often in the future.

Pilot activities were shortly presented to other employees at the regular monthly teachers' meetings. Photos and a short description of the pilot were also published on the school's website.





4.3

## Training course for families safe and inclusive online presence from home

Between January and May 2023, the partner organisations carried out a 10-hour training course for families called **“Safe and inclusive online presence from home”**, with the aim to share and learn new strategies to **support, accompany, guide and prepare their children** to face the digital environment and the **risks** present in it, with special attention to **cyberbullying**, and to improve their **collaboration** with the school.

# The Experience in Spain: La Xixa and FEP l'Esperança (I)

## SESSION 1

The objectives of the session were to introduce both the project and workshop, as well as to investigate the families' relationships with the technological tools, deepen into concepts as digital health and safety, and understand their needs and interests related to the project.

<b>Activity 1:</b> Introductory activity	<b>Presentation</b> of the organisation, facilitation team and the SOPHIE project.
<b>Activity 2:</b> Introductory activity	<b>Presentation round of the participants:</b> Participants are asked to say their name and combine it with a movement they represents them.
<b>Activity 3:</b> Digital presence activity	<b>Diagnostic questions on digital use and presence:</b> Diagnosis of interests and needs through questions about the use and access to the internet and platforms.
<b>Activity 4:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

## SESSION 2

The objectives of the session were to bring parents closer to the students' point of view, and to make them aware of their role as guides in their children's relationship with technology. The group had to develop concrete proposals and actions to solve the critical problems raised by their children.

<b>Activity 1:</b> Digital presence activity	<p><b>Forum Theatre presentation:</b> Forum theatre is a type of interactive and participatory theatre developed by Augusto Boal, used for social and political purposes, often in the context of promoting dialogue and activism. Here are its fundamental elements:</p> <ol style="list-style-type: none"> <li>1. A short Forum Theater play co-constructed by the participants/actors and depicting an oppression, conflict, or injustice is presented.</li> <li>2. The audience (spect-actors and spect-actresses) is invited to suggest changes to the story. The facilitator (Joker) stops the action so that the character/s can be replaced and alternative solutions to the problems presented can be offered by the audience.</li> </ol>
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## The Experience in Spain (II)

La Xixa and FEP l'Esperança

### SESSION 3

The objectives of the session were to further investigate the views and needs of families in relation to children's digital health and safety, as well as to collectively find solutions to potential online risks.

<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Digital presence activity	<b>Defining inclusive and safe online learning:</b> Participants are asked to share how they think that online learning should be in order to be safer, more engaging, effective and inclusive.
<b>Activity 3:</b> Digital presence activity	<b>Apps and platforms used in formal learning/teaching:</b> Discussion on the main online apps and platforms used by the participants, together with their pros and cons.
<b>Activity 4:</b> Digital presence activity	<b>Revelations and secrets:</b> Participants are asked to interpret difficult situations between teachers and students, and parents and children.
<b>Activity 5:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

### SESSION 4

The objectives of the session were for participants to reflect and share their personal experiences about their children's digital health and safety. The groups aimed to analyse situations of family conflict or school discomfort related to the use of digital media: identifying threats, oppressions, problems and toxic behaviours related to digital tools.

<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Digital presence activity	<b>Apps used in leisure time:</b> Discussion on the main online apps and platforms used by the participants.
<b>Activity 3:</b> Digital presence activity	<b>Positive and negative aspects of social media:</b> Participants are asked to identify positive and negative aspects of social media.
<b>Activity 4:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

## The Experience in Spain (III)

### La Xixa and FEP l'Esperança

#### SESSION 5

The objectives of the session were to identify and share knowledge about the apps and platforms most used by young people (question their use, talk about the advantages they offer and the risks they may entail). The group had also to reflect on what the ultimate goal of these platforms is and what tools are used to achieve it. Finally, critical thinking and shared awareness about the digital media currently most commonly used today was stimulated.

<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Digital presence activity	<b>Short theatrical scene:</b> A short theatrical scene on online learning and digital presence is interpreted.
<b>Activity 3:</b> Digital presence activity	<b>SOPHIE card game:</b> The participants are invited to interpret short scenes proposed through the SOPHIE cards.
<b>Activity 4:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

## Organisation of the training and venue/s

In Spain, the pilot with families was carried out at FEP Escola L'Esperança based in the Baró de Viver neighbourhood, in Sant Andreu district in Barcelona. Five sessions lasting two hours each were carried out after school time between the 10th of January and the 25th of April.

## Participants

The group of participants was identified and involved thanks to the intermediation of the school, which offered to all families the opportunity to participate.

The sessions were attended by a total of 22 participants, of whom 15 were women and 7 men. The age range was from 20 to 50 years. The majority of the participants were of Spanish origin, but there were also many people from Latin American countries (Venezuela, Bolivia, Colombia and Perù), two from Pakistan, one from Syria, one from Armenia and one from Russia. Most of the participants had children attending the first year of secondary school, although some families with children in primary school, second and fourth year of secondary school and high school also participated.

Two teachers, one woman and a man, both Catalan, attended all sessions.





## Content and assessment

The workshop was structured with the objective of exploring creative, participative, dynamic and innovative methodologies, such as the Theatre of the Oppressed, as means to engage families in discussions about their children's digital health and safety, fostering dialogue among parents, children, and the school. By creating a supportive and judgement-free space where parents could share their experiences, reflect and exchange ideas, the workshop wanted to inform families about the impact and potential risks associated with children's use of digital media and provide them with strategies and practical tools to understand and effectively accompany their children's virtual lives.

The objective of the first session was to investigate the families' use, interest and needs in terms of digital presence. The session mainly consisted of an informal dialogue stimulated by the questions of the facilitators; participants shared their experiences with technology and their views on their children's digital media habits. Some of the findings are listed below:

- Families seemed to perceive the Internet as a world that can put their children and the values they taught them at risk.
- Many participants stated that they were seriously concerned and that they were having many family discussions on the topic.
- Some participants complained that the school does not monitor and regulate enough children's use of mobile phones.
- Some participants identified a sense of abandonment in the face of the difficulty of educating their children and a lack of solidarity not only from the school but also from other families and the society in general.
- Some families pointed out that they had discovered inappropriate (intimate or disrespectful) content in their children's phones.
- Some participants also underlined the positive aspects of the digital tools and said that they try to stay informed about platforms and apps in order to better understand their children.

During the second session, families were able to participate as audience in the Forum Theatre play created and performed by the students, which addressed online gaming, gambling and solitude. The session registered great success and participation. All families said they were very satisfied and pleasantly surprised by this session and that they had gained motivation and interest to keep participating in the following sessions.

The third session focused on online learning and parents' digital presence. Most parents stated that they were quite satisfied with the online learning methods put in place by the school during the pandemic, some of which were maintained afterwards. Other parents, however, said that they found it difficult to help their children with online learning because they did not know how to use certain platforms or because of lack of time. All participants seemed to agree that their children should not use their phones at school. The parents

participated very actively to the following discussion about their and their children's digital presence and some of their testimonies are listed below:

- Some participants felt that digital tools, if used well, can have a positive effect on their children's education (through educational Youtube videos or podcasts).
- Many of them reported not having enough knowledge of the digital tools to fully understand their children's relationship with technology.
- Most participants said that they were concerned about their children's addiction to the Internet and some admitted to having problems managing their own time dedicated to apps as well.
- All participants stated that both they and their children have had bad experiences related to the digital world and that they are concerned about the effects and threats to which children are exposed when using technology (not only in relation to negative experiences, but also to the loss of cognitive faculties due to overuse of digital devices).
- Many participants claimed to have discussed threats of the web with their children.

The fourth session was useful to analyse more in depth the apps that children use during their leisure time. Participants were firstly asked to identify some of the most used apps through their icons and to share knowledge and reflections on them. The apps analysed ranged from the most universally known, such as Facebook, Instagram, Tik Tok, Whatsapp, Twitter, to others less known among adults such as: Twitch, Meetup, Discord, MeerMe, Grinder, Spotafriend, Fortnite, Clash Royale and others. The activity managed to inform and shed light on the content and functionality of each app. Some were known or even used by parents, but for many there was confusion and uncertainty. Notably, many families did not know whether their children used the apps presented and which ones. The major risks identified in connection with those apps were:

- Addiction to videogames
- Gambling
- Violation of data protection
- Violence
- Dissemination of pornographic material
- Disinformation and fake news
- Sale of illegal items

The last session was the most theatrical one and proved to be very effective, providing valuable insights and engaging participants. After assisting and commenting on a short theatre play about cyberbullying, parents were directly involved in small improvisational theatre scenes based on situations of conflict or difficulty between parents and children regarding the use of digital tools. The *SOPHIE card game* offered dynamism and depth to the session, allowing participants to collectively relive and analyse together experiences that can be difficult and complex to resolve. It is worth noting that parents were very receptive to learning assertive communication strategies, sharing ideas, reflections, experiences, difficulties and personal feelings in relation to the proposed situations.

## The experience in Greece: Symplexis and ICCGR (I)

### SESSION 1

The objectives of the session were to introduce the project and the team to the families and to investigate the families' relationships with the technological tools, deepen into concepts as inclusion and safety in online learning and digital environment.

<b>Activity 1:</b> Introductory activity	<b>Presentation</b> of the organisation, facilitation team and the SOPHIE project.
<b>Activity 2:</b> Introductory activity	<b>Presentation round of the participants:</b> Participants are asked to say their name and combine it with a movement they represent.
<b>Activity 3:</b> Digital presence activity	<b>Diagnostic questions on digital use and presence:</b> Diagnosis of interests and needs through questions about the use and access to the internet and platforms.
<b>Activity 4:</b> Digital presence activity	<b>Defining inclusive and safe online learning:</b> Participants are asked to share how they think that online learning should be in order to be safer, more engaging, effective and inclusive.
<b>Activity 6:</b> Evaluation activity	<b>Evaluation with a GIF or Emoji</b> Participants are asked to express how they leave the session with a GIF or Emoji. They can be asked to create a brand new one, instead of using one already existing.

### SESSION 2

The first pillar of this session was to raise awareness and involve parents in issues related to the dangers of the internet, focusing on social media and apps used in leisure time. We wanted to create a safe space for parents to foster the expression and discussion of individual opinion, exchange views and disagree without being judged, cultivating empathy. We familiarised them with the dynamics of Forum theatre.

<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind
<b>Activity 2:</b> Digital presence activity	<b>Apps used in leisure time:</b> Discussion on the main online apps and platforms used by the participants.
<b>Activity 3:</b> Digital presence activity	<b>Positive and negative aspects of social media:</b> Participants are asked to identify positive and negative aspects of social media.
<b>Activity 4:</b> Digital presence activity	<b>Short theatrical scene:</b> A short theatrical scene on online learning and digital presence is interpreted.
<b>Activity 5:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

## The experience in Greece (II)

Symplexis and ICCGR

### SESSION 3

The objectives of the session were to foster active listening and build empathy among the participants, as well as to develop critical thinking. We focused on subjects such as the risks of the internet, the limits of online and offline communication and the reliability of information, giving some strategies to identify fake news.

<b>Activity 1:</b> Introductory activity	<b>How are you with an element of nature:</b> Participants are asked to express how they arrived at the session using elements of nature.
<b>Activity 2:</b> Introductory activity	<b>Broken phone:</b> Activity that fosters creativity and non-verbal communication, while the participants try to reproduce a movement that passes from one person to the other.
<b>Activity 3:</b> Digital presence activity	<b>Journalistic theatre:</b> Theatrical activity based on existing news that inspire the creation of Forum Theater scenes.
<b>Activity 4:</b> Digital presence activity	<b>Recognising and creating fake news:</b> Participants are guided in a debate about fake news and are asked to create their own
<b>Activity 5:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

### SESSION 4

The objective of the session was for the participants to delve into different perspectives on the subject of digital presence while experiencing parent/child, teacher/student relationships. We focused especially on the use of the mobile phone in the school and on the use of parental permission for platforms or devices, working on collective problem-solving

<b>Activity 1:</b> Introductory activity	<b>How are you with a movement:</b> Participants are asked to express how they arrived at the session through movement.
<b>Activity 3:</b> Digital presence activity	<b>Revelations and secrets:</b> Participants are asked to interpret difficult situations between teachers and students, and parents and children.
<b>Activity 4:</b> Digital presence activity	<b>SOPHIE card game:</b> The participants are invited to interpret short scenes proposed through the SOPHIE cards.
<b>Activity 6:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

## Organisation of the training and venue/s:

In Greece, the pilot with families was carried out by Symplexis and the Interorthodox Centre of the Church of Greece in collaboration with the parents of the 1st Gymnasium of Mandra. More specifically, the recruitment of the participants was done with the help of the school management and the Parents and Guardians Association. For the organisation of this pilot, informative emails were sent to the families encouraging them to participate. The workshop was made of four sessions, each lasting two and a half hours and were held on school premises of the 1st Gymnasium of Mandra, in West Attica region. The sessions took place in the afternoons between 5 and 28 April 2023.

## Participants:

The sessions were attended by a total of 20 participants, of whom 12 were women and 8 men. The age range was from 35 years old to around 50. All of the participants were of Greek origin. The principal and one or two teachers of the school also attended each session.



## Content and assessment:

The main objective of the pilot workshop with families in Mandra was to explore creative, participative and innovative methodologies, such as Forum Theatre (Theatre of the Oppressed) and non-formal education activities, as a means to engage families in discussions about their children's digital safety, fostering dialogue between parents, children, and the school. By creating a supportive space where parents could share their experiences, reflect and exchange ideas, the workshop wanted to raise families' awareness on the impact

and potential risks associated with children's use of digital devices and provide them with strategies and practical tools to understand and effectively accompany their children's off- and online lives.

The pilot training achieved remarkable success. Attendees actively participated in the exercises, displaying a keen interest in the subjects discussed. The sessions established a secure, non-judgmental environment to tackle many of their worries concerning their children's online well-being and activities. The educational and informative materials empowered families with reliable knowledge and detailed information on the full range of risks of the use of the internet by children and how it affects their mental health and school performance. The theatrical based and inventive drills, thoughtfully customised for the families, have been positively valued by the participants. They capacitated the group to investigate diverse scenarios, experiment with alternative methods, and acquire fresh skills to confront their realities regarding their children's utilisation of digital instruments. The dynamic exchange and contemplation among parents and educators who partook in the seminar frequently resulted in rich conversations.

However, the lack of time, fatigue and the parents' professional and family obligations made it difficult to implement the training. The participants had different experiences of using the internet, which meant the team needed time to explain/present some issues or concepts. As a result, some activities took longer and others had to be adapted. Furthermore, the participants were not very familiar with active and interactive participation in training programmes and at first, they were reluctant to take part in theatrical scenes. This first impression gradually evolved as they understood the effectiveness of these new tools and they finally felt comfortable to express themselves. For this reason, some sessions would be redesigned and time would be distributed differently according to the knowledge's background of the participants. It would certainly have been interesting for parents to have more time for a longer workshop, in order to help them to deepen topics such as digital presence, safety and inclusion.

Both the organisations that implemented the project, and the participants, were empowered by this pilot workshop, gaining knowledge and experience in the issues addressed by the SOPHIE project. The organisations expressed their commitment to further investigate and facilitate around the subject of online safety, as the interaction with the families revealed clearly that families lack knowledge and skills to really approach the new digital challenges with their children, although they suspect the impact and dangers of the internet on learning inclusion.

The pilot training for families addressed an array of challenging and pivotal subjects, encompassing **online hazards and deceit, cyber bullying, non-consensual sharing of intimate material online, the advantages and disadvantages of parental oversight of technology usage, overindulgence or addiction to technology, and paid video games**. The participants were really concerned about the threats of the internet, the impact on schooling and the long-term effects of their child's web presence. The parents

had a rather superficial knowledge of the topic, but with the help of the facilitators they explored how significantly the internet affects the students' school performance. Through the diagnostic questions it was found that participants have quite different approaches to the internet and social media platforms. In addition, via the open discussion, it became clear that most of them had limited knowledge or misconceptions about e-learning. In this regard, the training served as a wellspring of top-notch information on the subject, a forum for peer conversations, and a workshop in which to experiment with innovative strategies and diverse tactics for dealing with their children's digital challenges in everyday life. In this area, the need for the school community and families to work together and organise regular training activities based on innovative approaches, such as those proposed by the SOPHIE project is evident.

During the sessions, the parents were willing to recount personal experiences related to their child's online presence. They talked about **online fishing, chatting with strangers and violent content online**. They were able to delve into the dangers of the internet for children, look for the root causes and rethink their role as parents. All participants stated that they and their children have had bad experiences related to the digital world and that they are concerned about the online risks to which a child is exposed when using technology. In particular, most parents said that **they and their children felt vulnerable to fake news**. Participants said they were unaware of how many platforms and social networking sites there are and how difficult it is for all children to accept parental control.

# The experience in Italy: CESIE and ICCG (I)

## SESSION 1

The objectives of the session were to investigate the families' expectations of the project and their face-to-face and online relationships to the school, students and other families, while creating a safe space for the participants to share their feelings, experiences and ideas.

<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Introductory activity	<b>River of expectations and fears:</b> Participants are asked to draw a river that symbolises the workshop, and to include their expectations and fears related to it.
<b>Activity 3:</b> Digital presence activity	<b>Meeting with an expert:</b> The participants meet with an expert that informs them about the risks on the Internet
<b>Activity 4:</b> Digital presence activity	<b>What brings you closer or further to: friends, family, school:</b> Participants are asked to define what brings them closer or pushes them away from friends, family, and school, in online and face-to-face settings.
<b>Activity 5:</b> Evaluation activity	<b>Online evaluation:</b> Participants are asked to give their feedback on the session through an online app.

## SESSION 2

The objectives of the session were to foster the expression of feelings, ideas and opinions, and promote empathy between participants. Moreover, using Journalistic Theatre, participants were alerted of privacy issues in video games, social media and web presence.

<b>Activity 1:</b> Introductory activity	<b>How are you with one word:</b> Participants are asked to express how they feel at the beginning of the session with one word, which can be combined with a movement.
<b>Activity 2:</b> Introductory activity	<b>Shaking hands:</b> Name game in which participants are invited to introduce themselves by shaking hands, then saying the name of the other person and finally exchanging names with each other. In the debriefing errors should be valued and celebrated
<b>Activity 4:</b> Digital presence activity	<b>Journalistic theatre:</b> Theatrical activity based on existing news that inspire the creation of Forum Theater scenes.
<b>Activity 5:</b> Evaluation activity	<b>Online evaluation:</b> Participants are asked to give their feedback on the session through an online app.



## The experience in Italy (II)

CESIE and ICCG

### SESSION 3

The objectives of the session were to stimulate concentration and collaboration between the participants, as well as synergistic work. Using Forum Theatre methodology, participants were invited to confront their views of concepts such as privacy and intimacy, and their protection.

<b>Activity 1:</b> Introductory activity	1, 2, 3 Bradford: Participants are asked to work in pairs and substitute words with movements and sounds.
<b>Activity 2:</b> Digital presence activity	Meeting with an expert: The participants meet with an expert that shares with them reflections on concepts of privacy, intimacy, and confidentiality. Topics such as sexting are also investigated.
<b>Activity 3:</b> Digital presence activity	Forum Theatre presentation: Forum theatre is a type of interactive and participatory theatre developed by Augusto Boal, used for social and political purposes, often in the context of promoting dialogue and activism. Here are its fundamental elements: <ol style="list-style-type: none"><li>1. A short Forum Theatre play co-constructed by the participants/actors and depicting an oppression, conflict, or injustice is presented.</li><li>2. The audience (spect-actors and spect-actresses) is invited to suggest changes to the story. The facilitator (Joker) stops the action so that the character/s can be replaced and alternative solutions to the problems presented can be offered by the audience.</li></ol>
<b>Activity 4:</b> Evaluation activity	Online evaluation: Participants are asked to give their feedback on the session through an online app.

## The experience in Italy (III)

CESIE and ICCG

### SESSION 4

The objectives of the session were to encourage teamwork, reflect on the phenomenon of addiction, and learn how to read a piece of news with critical thinking.

<b>Activity 1:</b> Introductory activity	Superheroes: Participants are asked to make a circle and interpret three superheroes through certain sounds and movements.
<b>Activity 2:</b> Digital presence activity	Meeting with an expert: The participants meet with an expert that gives an insight on the phenomenon of addiction.
<b>Activity 3:</b> Digital presence activity	Forum Theatre presentation: Forum theatre is a type of interactive and participatory theatre developed by Augusto Boal, used for social and political purposes, often in the context of promoting dialogue and activism. Here are its fundamental elements: <ol style="list-style-type: none"><li>1. A short Forum Theater play co-constructed by the participants/actors and depicting an oppression, conflict, or injustice is presented.</li><li>2. The audience (spect-actors and spect-actresses) is invited to suggest changes to the story. The facilitator (Joker) stops the action so that the character/s can be replaced and alternative solutions to the problems presented can be offered by the audience.</li></ol>
<b>Activity 4:</b> Evaluation activity	Online evaluation: Participants are asked to give their feedback on the entire course through an online app.

## Organisation of the training and venue/s

The piloting activities were developed during the month of May 2023. The parent/guardian training included four meetings of two hours and thirty minutes each for a total of ten hours. While planning the workshop, the trainers were inspired by the training course organised by La Xixa in Slovenia and during the meeting in Palermo. They also decided to involve in the sessions some experts on the topics to add more information.

The meetings took place in a big classroom in the main building of the school. The facilitators encourage parents to practise with some of the most common apps used by their children in the daily school activities to create content.

## Participants

Twenty parents were enrolled in the programme, among them many mothers and a few fathers. Some of the participants were also teachers in other schools in the country. All of them were of Italian nationality, but with different socio-cultural backgrounds and also with difficult family situations.

The parents were recruited with a poster, which was disseminated in parents' WhatsApp groups. The paper version has been posted in the various buildings of the school in order to give it a large visibility. A WhatsApp group was then created with the participants, which was used for communications and to evaluate the meetings.



## Content and assessment

At first, trainers were thinking of involving the parents of the same students in primary and lower secondary school who had been involved in the first piloting phase dedicated to children. Later on, it was decided to extend the programme to all parents in the Cassarà-Guida Institution who were interested in learning more about the issues presented in the SOPHIE project.

The pilot went very well. The parents who participated were very active during the course: they interacted with each other, with the facilitators and experts; they played the role of spect-actors and identified with the various roles that the facilitators' proposals envisaged.

The activities designed for the families, from energizers to more specific dramatisations and reflections on the topics covered, went very well.

However, the number expected to start the course was reached with some difficulty because many of the interested parties had work commitments and, therefore, were not always available to participate. More members and participants were expected, it would have been necessary to have greater promotion of the training, including informal channels. In addition, for future sessions, in order to increase the number of participants, a questionnaire could be proposed to families to identify days and times when they would be more available and/or free to participate in the training sessions.

In general terms, the parents who took part in the piloting were enthusiastic about the project from the first meeting; they saw it as an interesting and high-quality training path, in which each of them had the opportunity to meet and discuss important issues for the online and offline health of their children.

The facilitators of the meetings were enriched by the exchange. They were able to experiment with activities and techniques with the participants. All this will have a positive future impact on the relationships between the school and the families. An increasingly constructive collaboration between the parties led to more effective educational and learning results, as well as a greater conscious use of the web and digital devices.

# The experience in Slovenia: Inter-kulturo and OŠ Rudolfa Maistra Šentilj (I)

## SESSION 1

The objectives of the session were to know the group and their experiences with the internet, and to work on recognizing potentially unsafe, dangerous or risky online situations and behaviours, using Journalistic Theatre to bring up strategies to prevent or solutionate the risks.

<b>Activity 1:</b> Introductory activity	Presentation of the organisation, facilitation team and the SOPHIE project.
<b>Activity 2:</b> Introductory activity	Presentation round of the participants: Participants are asked to say their name and combine it with a movement they feel represents them.
<b>Activity 3:</b> Introductory activity	Two lies, one truth: Participants tell one truth and two lies about themselves and the others have to guess which of the three statements is true.
<b>Activity 4:</b> Digital presence activity	Diagnostic questions on digital use and presence: Diagnosis of interests and needs through questions about the use and access to the internet and platforms.
<b>Activity 5:</b> Digital presence activity	Journalistic theatre: Theatrical activity based on existing news that inspire the creation of Forum Theatre scenes.
<b>Activity 6:</b> Evaluation activity	Evaluation with one word: Participants are asked to express how they leave the session with one word, which can be combined with a movement.

## The experience in Slovenia (II)

Inter-kulturo and OŠ Rudolfa Maistra Šentilj

### SESSION 2

The objectives of the session were for participants to know useful platforms for families and learning how to use them, as well as recognise pros and cons of different apps and tools.	
<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Introductory activity	<b>Go:</b> Participants are asked to play a game that fosters presence, attention, and non-verbal communication.
<b>Activity 3:</b> Digital presence activity	<b>Presentation of the main Slovenian website on internet safety</b> with important information for families: Safe.si  The presentation was followed by practical activities on PCs concerning safe communication online: setting a safe <b>password</b> ; creating an <b>email account</b> ; replying to an email; saving contacts.
<b>Activity 4:</b> Digital presence activity	<b>Apps used in leisure time:</b> Discussion on the main online apps and platforms used by the participants.
<b>Activity 5:</b> Digital presence activity	<b>Positive and negative aspects of social media:</b> Participants are asked to identify positive and negative aspects of social media.
<b>Activity 6:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

### SESSION 3

The objectives of the session were to focus on the expression of the body, and to keep investigating the participants' needs regarding online issues expressed during the last sessions.	
<b>Activity 1:</b> Introductory activity	<b>Welcome</b> to the session and <b>check-in</b> round for participants to share their feelings and state of mind.
<b>Activity 2:</b> Introductory activity	<b>1, 2, 3 Bradford:</b> Participants are asked to work in pairs and substitute words with movements and sounds.
<b>Activity 3:</b> Introductory activity	<b>Superheroes:</b> Participants are asked to make a circle and interpret three superheroes through certain sounds and movements.
<b>Activity 5:</b> Evaluation activity	<b>Evaluation with one word:</b> Participants are asked to express how they leave the session with one word, which can be combined with a movement.

## Organisation of the training and venue/s

The piloting was organised in three sessions, (20. 4. 2023, 26. 4. 2023, 11. 5. 2023) each time from 14.30h - 17h. It took place at the OŠ Rudolfa Maistra Šentilj.

## Participants

16 participants took part. The group was very diverse regarding the formal profession. It consisted of retired citizens who are the grandparents of our students and often spend time with them after school. Most of the participants were women. The group was homogeneous regarding ethnic origins and religious aspects.



## Content and assessment

The aim of this piloting was twofold. On the one hand the aim was to talk about security online and provide ways and strategies for grandparents to be more empowered to support their grandchildren in this field and to identify risky or dangerous behaviours. On the other hand, we also wanted to provide practical information for participants to enable them to use digital tools which they need in everyday life, more confidently.

The piloting was very successful. Families were highly motivated, we were able to see that they faced similar safety problems than students and that they are often scared when using digital tools. Through the pilot activities they were able to discuss their fears and see where there are real dangers and where online tools have their advantages. Also they were given information on how to recognise dangers and avoid them - both for them and their families.

They also received a lot of practical knowledge they can use to set a meeting with the doctor, to generate a safe password, how to contact their family or other people, how to use basic software, how to look up transportation schedules etc. We also had the opportunity to connect more deeply with the local group of pensioners and to hear their opinions, fears and needs. We are likely to continue this collaboration, as the three sessions we organised were by far not enough to cover all important issues we identified together. It is also our impression that such sessions would be more effective if done for example once a month over a longer period of time.



# 5.

## Accompanying safe and inclusive online learning from home

### 10 tips for families to accompany children in digital learning

**Creating a safe and inclusive online learning environment at home is essential for the success of online education.** Remember that every family's situation is unique, and these guidelines can be adjusted to fit your specific circumstances. Effective online learning requires a **collaborative effort between parents, teachers, and students.** By following these guidelines, you can help ensure a positive online learning experience for your child:

1. If possible, **set up a dedicated, quiet, well-lit, and comfortable learning space**, where your child can concentrate

and does not receive many external inputs and distractions. Explain to your child the importance of keeping this designated space tidy and organised.

2. Ensure that your child has **access to a suitable device** (computer, tablet, or smartphone) for online learning. Check that the device is in good working order and learn the **basics of troubleshooting common technical issues** to minimise disruptions during online learning.
3. Establish a **schedule** so that when your child is not involved in synchronic learning they can have **breaks**, be involved in **physical activities**, and **interact with peers.**
4. Watch over digital safety, making sure that your home wi-fi network is secure with a strong password. On the Internet, you can find several websites

fully dedicated to generating strong passwords; however, remember to not use the same password for different purposes and platforms and to include in your password **at least 12 characters and a combination of uppercase letters, lowercase letters, numbers, and symbols**. Furthermore, make sure your password is not a word that can be found in a dictionary or the name of a person, character, product, or organisation. **Your passwords should be easy for you to remember and hard for others to guess**. Finally, teach your child about online safety, including not sharing personal information with strangers.

5. **Use parental control software** to limit your child's access to inappropriate websites and monitor your child's online activity to ensure they are staying on task.
6. **Teach your child how to use digital tools, including the learning platform**

and communication apps. **Encourage responsible online behaviour**, including proper etiquette when communicating with teachers and peers.

7. Maintain open **communication with your child's teachers**, attend parent-teacher meetings, provide feedback to the school regarding your child's online learning experience, and familiarise yourself with the **school's privacy policy** regarding data collection and sharing.
8. **Explore educational websites and apps that can supplement your child's learning**; many of them are available for free!
9. Provide **emotional support** to your child during online learning. Encourage open discussions about their feelings and frustrations.
10. **Stay informed** and **seek support and resources** from the school and other parents if needed.

**TIPS FOR FAMILIES**

## Online Security and Cyberbullying

How can we accompany our children in the prevention of cyberbullying and ensure online security?

### COMMUNICATION

Talk to them about **cyberbullying** and make sure they understand what it is and how it **affects us all**.

### PRIVACY

Convey the importance of **not sharing** personal information online and of your own and others' privacy.

### GUIDELINES

Accompany them in their use of Social Networks and agree on some **clear rules** about what is **allowed and what is not**:

- ✓ think before posting
- ✓ connect only with acquaintances
- ✓ be kind and respectful to others
- ✗ compromising or inappropriate content
- ✗ false or defamatory information
- ✗ accept requests from strangers
- ✗ share location in real time

### REPORT CYBERBULLYING

- Help them to **identify** cyberbullying situations and **share** the info with you or another **trusted** person.
- In abusive situations, **block** the person, take **screenshots** and **report it** on the corresponding social network.
- **School**  
Share the situation in the school environment
- **Authorities**  
Look for helpful contacts in your country

**SOPHIE** Resource created within the framework of the SOPHIE project - [www.sophieproject.eu](http://www.sophieproject.eu)

Co-funded by the European Union

## 10 Tips for Families to accompany children in digital leisure time

In the digital era, kids and teenagers are often online, constantly pinged by phones, tablets, and other gadgets. They don't only encounter risks in digital learning, but in fact, these online challenges seep into every part of their lives and families play a crucial role in spotting potential harmful behaviours and advocating safe digital practices.

In order to support families, the Sophie consortium came up with some tips to encourage conversations around the digital world's challenges, boost personal reflection, emotional intelligence, and clear communication, and address concerns related to kids' digital well-being.

1. **Reserve some time** for you and your child to sit down and have a conversation without distractions. Tell them ahead of time that you want to talk about their digital learning and presence and ask them to be prepared to listen and share their thoughts. During the conversation, remember to be respectful and empathetic, listen to your child's point of view, feelings and concerns without interruptions or judgement. **Be a role model** demonstrating responsible digital behaviour. Children often emulate their parents, so if you're constantly glued to your screen or engaging in risky behaviour online, your children might do the same.
2. **Set clear expectations and boundaries.** Talk to your child about what you expect from their digital behaviour: no sharing personal

information, being respectful of others and limiting screen time. Make sure your child understands why these expectations are important. Give them time and space to express their needs and thoughts.

3. **Discuss the potential risks of sharing personal information** on the Internet, interacting with strangers and engaging in inappropriate behaviour. Encourage your child to come to you if they find something on the Internet or are asked to share something that makes them feel uncomfortable. **Use real-life examples** and ask if they know of other similar cases, if they have witnessed any of them, and if so, how they have felt and reacted. **Regularly review the privacy settings on your child's social media accounts and apps.** Most devices and platforms offer parental control settings which you can use to filter content, set time limits, and monitor activity.
4. **Collaborate in the search for solutions** to problems or concerns related to their digital presence. In this way, they will feel more confident and involved in making positive changes.
5. **Maintain and review these conversations regularly.** Periodically, ask them how they are handling their digital behaviour and address any new concerns that may arise. Look for movies or series that may inspire future conversations and reflections on these issues.
6. **If you find out that your child has been asked to send intimate photos or that has been talking to a person they don't know through networks for months and that they have decided to**

**meet up with this person**, listen to them without judgement. Remember that the situation may be difficult for them and that they may need support and guidance to understand what is happening. Make sure they feel that they can count on you. It is critical for them to understand that meeting someone they have only met online in person or sending intimate photos is something serious and can be dangerous.

7. **If you discover that your child receives pornographic content or has received a video with sexual content about a classmate and has forwarded** it, reflect together on consent and make sure they understand the consequences of their actions. They must learn to be responsible and empathetic both online and offline. Help your child understand that what they see in pictures/GIFs/videos is not the only way to experience sexuality and accompany them in a reflection around important issues such as consent (both in the sexual act and in the disclosure of images of it).
8. **If you discover that your child has received an invitation to subscribe to a website to earn money or has received an invitation to play a game for adults and has created a fake profile**, provide support and guidance while explaining the potential legal and safety consequences of creating and using a fake online profile. Make them understand that there are many online scams and

that it is important to be cautious before sharing personal or financial information online.

9. **If you discover that your child is a victim of cyberbullying**, it is important that you offer emotional support and teach them how to protect themselves and respond to cyberbullying situations. In addition, it is important that you take steps to stop the bullying and seek professional help and counselling if necessary. If you discover that your child has witnessed cyberbullying, make sure they understand the importance of reporting it. Help your children understand how they can be advocates and allies to victims of cyberbullying.
10. **If you discover that your child is contributing to the cyberbullying of a peer**, address the situation and make sure your child understands that cyberbullying is unacceptable and can have serious effects on mental and emotional health. Explain the importance of being respectful and empathetic in “real life” as well as online. Take steps to stop the bullying and seek professional help and guidance if necessary.

Likewise, **we encourage engaging with your children in their online activities**. This offers valuable insight into their digital worlds. Sharing moments, be it through a game, a new app, or watching videos together, paves the way for understanding and sparks meaningful conversations.



The Sophie consortium has created a **video** with these tips, you can watch it at this link:

 **10 Tips for Families to Promote Safe Digital Learning**

<https://www.youtube.com/watch?v=L3gtCQ0Dc50>

## 5.1

# Resources and guidelines to improve school-home collaboration

Effective collaboration between schools and families to manage children's digital presence is essential in today's digital age. Here are some resources and guidelines to help improve school-home collaboration in this regard:

1. **Communication platforms:** Use the school's chosen communication platforms to stay in touch with teachers and school administrators; this might include email, messaging apps, or parent portals. Maintain **open and transparent communication with your child's teachers** and school staff; discuss concerns, questions, and challenges related to digital presence. Schedule **regular check-ins** to discuss your child's online activities and progress.
2. **Parent-Teacher associations:** Join your school's association to **connect with other parents and stay informed about school policies and initiatives** related to digital presence.
3. **Collaborative agreements:** Work with the school to establish a set of collaborative agreements or guidelines for managing digital presence. This could include acceptable **use policies and online conduct expectations**.
4. **Collaborative problem-solving:** If issues related to digital presence arise, work collaboratively with the school to address them. Seek solutions that benefit your child's digital well-being.
5. **Feedback and improvement:** Provide feedback to the school regarding their digital presence initiatives. Offer suggestions for improvements and be involved in the decision-making process.

By using these guidelines, you can create a strong partnership with your child's school to ensure responsible and safe digital presence. This collaboration will help your child navigate the digital world more confidently and securely.



# 6.

## Conclusion

**SOPHIE - “Safe and Inclusive Online Learning in Primary Education” is an Erasmus+ project in the field of school education involving 8 partners in 4 countries:** La Xixa and Escola L’Esperança in Spain, Symplexis and the Inter-Orthodox Centre of the Church of Greece in Greece, CESIE and Istituto Comprensivo Statale Cassarà-Guida in Italy, Inter-kulturo and OŠ Rudolfa Maistra Šentilj in Slovenia.

The Covid-19 pandemic has changed the relationship between families, pupils, and schools, as well as their respective approaches to education. According to UNESCO, during the pandemic, 1.6 billion children in 195 countries around

the world were unable to use their classrooms, equivalent to 60% of the student population<sup>55</sup>. A UNESCO survey of national education systems in 61 countries concluded that most education systems were implementing measures to support e-learning<sup>56</sup>. This sudden transformation has revealed the **need for joint support of families, students, and teachers to enable the online learning process to be as safe and inclusive as possible.**

In order to identify precisely the needs that are both common and country-specific, we carried out a **survey composed of desk research at global and national level, and interviews.**

55 UNESCO. Education: From disruption to recovery. Retrieved from: <https://en.unesco.org/covid19/educationresponse>

56 UNESCO. (2020-2022). UNESCO survey highlights measures taken by countries to limit impact of COVID-19 school closure. Retrieved from: <https://covid19.uis.unesco.org/school-closures-survey/>



The interviews were conducted with 90 teachers (38 in Italy, 10 in Greece, 15 in Slovenia and 27 in Spain) and 69 families (14 in Italy, 17 in Greece, 24 in Slovenia and 14 in Spain). Some of the results seem particularly significant to us: only 24 of the interrogated teachers said they felt very comfortable with new technologies and the use of online teaching platforms. The most striking result concerns the comparison between pupils' behaviour and motivation in online and face-to-face learning, where 72 teachers noted a difference, both negative (concerning pupils' concentration or perseverance) and positive (less pressure, more motivation). However, according to the majority of parents, **online learning has changed their children's socialisation**, with a deterioration in communication and a greater distance from the adult world, stress and nervousness.

The SOPHIE Consortium has listed the following needs:

- Initiatives need to be created so that all families with school-age children can have access to the necessary digital devices and a good internet connection.
- Easier and more accessible platforms are needed to make online education more inclusive.
- Digital training for teachers is needed so that they are more confident in adapting their teaching methods to the online environment.
- Digital training for families is needed so that they are able to support their children as they engage in online learning.
- There is a need to raise awareness of the risks associated with using the internet and to create methodologies to prepare teachers, families and children to recognise and respond to these risks.
- Collaboration between schools and families must be improved.



In order to respond precisely to the needs, we defined a methodological framework for the project and agreed on the joint use of the following tools: **Theatre of the Oppressed, Participatory Action Research, and Process Work, applied to Critical media literacy and digital resilience.** These tools form the framework for action and reflection of the SOPHIE method, which is put into practice through activities responding to the challenges of Internet safety and inclusion in online learning.

SOPHIE aims to tackle early school leaving and foster digital inclusion, resilience, and safety among students, by promoting inclusive and safe access to online learning, and actively involving the complete school community (students, teachers and families). Furthermore, the SOPHIE consortium detailed the following objectives for the project and pilot activities:

- Recognize and safely and critically address the risks connected to the use of the Internet, with particular attention to cyberbullying.
- Detect difficulties that students might be experiencing in terms of access and in the online learning environment and address them adequately.
- Generate tools for teachers and families to support, accompany, and guide students during their online learning.

The pilot programme was carried out thanks to the **fruitful collaboration of local schools and organisations.** The learning paths were adapted to the specific needs of the participants, but the effectiveness and transferability of the activities in the SOPHIE methodology are striking: In fact, the **same activity can be used for different target groups,** which allows a common awareness and the potential long-term, or repeated



use of the same activity without requiring additional training for the facilitators.

The Handbook **brings together, explains, and presents 40 playful and participative activities to foment inclusion and safety in the internet use of children.**

The activities aim to develop critical thinking and give strategies to inspire school staff and families in order to accompany their children in their online adventures, or think out alternative learning methods.

In addition, we can note the **commitment of schools** in this experimentation, with headmasters and administrative teams supporting the approach, helping to implement the project and mobilise participants, and all school headmasters taking part in or attending the workshops. This commitment meant that we were able to **respond as closely as possible to local realities**, sometimes working with classes whose needs had been identified by the teaching team on one or other of the subjects covered by the SOPHIE project, such as cyberbullying.

A total of **178 pupils aged between 10 and 14 took part in the 20-hour activity “Learn to learn in safe digital environments”**, in groups of between 20 and 40 participants. The workshop provided an opportunity to gain a better understanding of pupils’ uses, needs and opinions regarding the digital world, while working on inclusion, emotional intelligence, critical thinking, and collective problem-solving, among other subjects. **The pupils showed great enthusiasm and the activities were tailored to their needs.** When sensitive subjects such as pornography and other dangers of the Internet were discussed, some students were uncomfortable, but the facilitators and

teachers who accompanied them reported a clear improvement in their self-confidence and motivation to participate in all debates and share individual experiences over the course of the workshop. The methodology used, in particular the activities using Forum Theatre and Journalistic Theatre, made it easier to address the risks posed by the online presence of children and to develop tools adapted to children, for example aiming at identifying fake news or expressing individual opinion. These activities also enabled students to value their own knowledge on subjects close to them, while at the same time raising their awareness of their responsibilities in terms of online behaviour and relationships: the digital world is also the real world!

**96 members of the school staff took part in the 10-hour training course “Safe and inclusive online learning for students”**

(34 in Spain, 20 in Greece, 22 in Italy, 20 in Slovenia).

**The activities revealed a real need for support for teachers to encourage them to identify the difficulties and needs of their students, as well as helping in their search for resources (platforms, apps, games, activities, etc.) that promote a safe and motivating learning environment.**

The feedback from the teachers is very encouraging and highlights a real desire to take part in this kind of project, if possible on a longer-term basis, although it is not easy to find the right timetable and organisation for all the teachers. It was also appreciated to work on empathy and to provide strategies for dealing with the challenges faced by teachers in the digital interface. **Feedback on both the content and the form of the activities was very positive**, indicating that there is a significant need for support and development of digital curricula for



schools and teachers as they adapt to the new technologies.

Finally, **78 parents, mainly women, took part in the “Safe and inclusive learning from home” 10-hours pilot** (22 in Spain, 20 in Greece, 20 in Italy, 16 in Slovenia). This training proved to be essential in raising awareness within the families on the risks associated with digital uses, particularly cyberbullying, and in giving them strategies for detecting their child’s well-being in the online environment. The participants also really valued the tools given to open up debate with their children on sensitive subjects, particularly through the SOPHIE game, or by getting involved in their virtual world. In some cases, particularly in Slovenia where the workshop’s group was composed by the children’s grandparents, the workshop provided an opportunity to familiarise the families with the different platforms used in online education, as well as the apps used in leisure time. Feedback from the families was particularly enthusiastic, and there

was a real demand for the pilot programme to be continued. **The safe space created empowered parents and guardians to express themselves and share their experiences**, and to be supported in this digital revolution in which it is sometimes difficult for them to find **the right posture in relation to their child or the school**.

In conclusion, we can highlight the **importance of regular and fluid communication between school staff and parents to ensure that children learn safely and are made aware of both the risks and the benefits of using the Internet**. This involvement of the **complete school ecosystem is an innovative approach of the SOPHIE project**, which, through the dynamic set in motion by its methodological framework, has been able to meet the needs of each of the target groups. Close collaboration through parent/school communication platforms, parent/teacher associations, collaborative agreements and problem-solving, as well as regular

feedback and improvement are all ways of working towards a better online learning environment.

The Sophie Project Handbook also gives tips to parents and teachers to address the issues of children's online presence and learning. **The list of best practices recommended by all partners in each country is a very useful document for any educator or parent who wants to improve their digital skills or to**

**offer alternative learning activities to children.** This list complements the Sophie Project's activities used in the pilot programmes and are often available in several languages. Lastly, this Handbook represents a **highly transferable and sustainable potential to develop safe and inclusive online learning environments and methods, as it can be nourished further by new experiences and activities.**



**7.**

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8.

# Parthers Info



## La Xixa – Spain



La Xixa is a non-profit organisation created in 2010, oriented towards the research, development and multiplication of theatrical tools and popular education as a means of social transformation. La Xixa carries out workshops for diverse groups, training of trainers and artistic actions at a local and international levels around five main axes:

- Coexistence and active citizenship
- Interculturality, racism, xenophobia and social inclusion
- Education, school dropout, prevention of risky behaviours among young people
- Gender, equality policies and sexual diversity
- Heritage, sustainability and the fight against climate change

The mission of La Xixa is to facilitate the creation of empowerment spaces through Participatory Methodologies, Artistic Mediation, Process-Oriented Psychology and the Theatre of the Oppressed to generate processes of individual and collective transformation.

[www.laxixa.org](http://www.laxixa.org)

## Escola L'Esperança – Spain



Escola L'Esperança, founded in 1965, is located in an economically and socially affected district of Barcelona. We teach students between the ages of 3 to 18, many of whom suffer from school failure. Our school aims to promote the full development of the students' personality, that is, to carry out a comprehensive education. We are open to all students who wish to receive an education at our school. We work as a community in which everyone is accepted, and everyone has a voice, and the opportunity to actively participate and engage. Our educational community is the result of the harmonious integration of all levels involved in the school: ownership, teachers, students, parents of students and staff of administration and services.

[www.escolaesperanca.cat](http://www.escolaesperanca.cat)

## SYMPLEXIS – Greece



Symplexis is a Greek non-for-profit organisation that strives to ensure equal opportunities for all through actions and measures that build skills, empower and promote active engagement and participation focusing on the most vulnerable categories of the population and particularly those with fewer opportunities. Symplexis' activity builds on user-led approaches and interventions around four main axes of expertise, namely:

- Social and economic inclusion of those most in need comprising a wide variety of activities aimed at reducing poverty, preventing marginalisation and promoting the sustainable integration of disadvantaged groups, particularly focusing on Third Country Nationals.
- Protection and promotion of human rights through activities and interventions that address the needs of a wide range of discriminated population groups, such as women, children and elderly people, victims of violence and human trafficking, the LGBTQI community, Roma and unaccompanied minors, migrants and asylum seekers/ refugees.
- Upskilling, capacity building and empowerment of vulnerable groups with the aim to promote equal access to formal and non-formal education for all and promote lifelong learning, focusing on low-skilled individuals that face difficulties in the labour market.
- Child and youth development through actions and projects designed to reduce youth poverty, promote child protection and stimulate social inclusion and development.

[www.symplexis.eu](http://www.symplexis.eu)

## Interorthodox Centre of the Church – Greece



INTERORTHODOX CENTRE  
OF THE CHURCH  
OF GREECE

The Interorthodox Centre of the Church of Greece is the educational organisation and the convention centre of the Orthodox Church of Greece. Since 2009 and under the authority of the Ministry of National Education and Religious Affairs, the Interorthodox Centre organises educational seminars and programs for teachers of all grades, with the aim to provide new and innovative pedagogical methods and tools, as well as to promote interfaith and intercultural dialogue and social cohesion. The Centre collaborates with international organisations and institutions and participates in the implementation of international and European projects related to innovation, school and social inclusion. Another main objective of the Interorthodox Centre is to facilitate the dialogue and relation among Christian Churches throughout the world.

[www.intero.gr](http://www.intero.gr)

## CESIE – Italy



cesie  
the world is only one creature

CESIE is a non-profit and non-governmental organisation based in Palermo (Italy) and established in 2001, inspired by the work and theories of the sociologist, activist and educator Danilo Dolci (1924-1997). Our mission is to promote educational innovation, participation and growth. CESIE is structured in 6 main units:

- Higher Education and Research: fostering progress, sustainable and responsible research

- and innovation in Higher Education and Research Systems;
- Rights and Justice: promoting equality, protecting the rights of people, preventing and developing responses to violence and discrimination;
  - Adult: upgrading lifelong learning in adult education, boosting innovative practices and developing key competences for adults;
  - Migration: developing effective and inclusive approaches for asylum seekers, refugees, and migrants;
  - School: improving quality and efficiency in school education;
  - Youth: enhancing active citizenship, training, education, and mobility of young people.

CESIE staff is composed of 70 people with a wide range of qualifications, skills, professional profiles and origins, united by a deep sharing of ideals that lead our activities. CESIE relies also on 150+ external experts that collaborate for specific activities and projects. Equally important is the contribution from dozens of interns and European and international volunteers engaged in internships at our organisation per year.

[www.cesie.org](http://www.cesie.org)

## Istituto Comprensivo Statale Cassarà-Guida - Italy



We are a mainstream school attended by 850 students from 3 to 14 years old. The school is located in Partinico, a town of 30,000 inhabitants, near Palermo. At school there are 120 teachers and 20 non teaching members. The students come from different backgrounds: well-off people, low class families, some students are children of migrant origin, others are disadvantaged and pupils with disabilities. Some of the students reach very high levels of competences. The school focuses on a learner centred curriculum and aims for success in education for each one. Our everyday work is based on promoting tolerance, respect of the rules and a fair treatment for everybody, the growth of school as a community in which everybody can feel well and be an active member with a leading role in his/her learning process. There are lots of curricular and extra curricular projects and labs: drama, chess, art and ceramics, stem, environment...Our students study English and a second foreign language choosing between French and Spanish. They can also choose to learn a musical instrument: piano, violin, trumpet and drums compose our school orchestra. Our teachers are mainly permanent and really motivated and hardworking. The school's teachers train regularly to update their teaching methods. The European dimension, the collaboration and exchange with other European realities has been a real strength for the school and has allowed it to grow, improve and innovate our teaching methodologies and proposals.

Visit our website:

[istitutocomprensivocassara.edu.it](http://istitutocomprensivocassara.edu.it)

## INTER-KULTURO – Slovenia

## INTER-KULTURO

Inter-kulturo is a company active in the area of education and culture. Its aim is to provide free and open learning resources, mainly in the field of intercultural learning, language education and media education. IK participated in the development of several large educational platforms for online learning developed through several EU-funded projects. Through its work Inter-kulturo promotes intercultural understanding and respect, creative, critical and responsible media use of all citizens as well as fosters inclusion of marginalised groups. IK closely cooperates with artists and includes literature and art in many of its activities as they offer important impulses for thinking and opportunities for learning in the areas of interest.

[www.interkulturo.si](http://www.interkulturo.si)

## OSNOVNA ŠOLA RUDOLFA MAISTRA ŠENTILJ – Slovenia



Our primary school is located in the northeast of Slovenia in a small town called Šentilj (1,400 inhabitants). It's approximately 15 kilometres away from Slovenian second largest city, Maribor.

The school is housed in two buildings, which are 5 kilometres away from each other, and are attended by children from different villages. There are nearly 400 pupils aged 6-15 studying at our school. Less than 40 students attend classes in the annexe. There are two kindergarten units (children aged 1-6) that are also a part of our school. Nearly 100 people are employed in our organisation. There are 15 members of technical staff (janitors, cooks, cleaners). There are 4 administrative workers and 2 school management persons (the head of school and the vice-head). There are approximately 30 kindergarten teachers. We also have a team of 5 counsellors (a social worker, teachers for children with special needs), the rest are teachers.

<https://www.ossentilj.si/>



# 9.

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# 10.

## Annex

Inspiration for digital safety and inclusion: Good Practices. Good Practices in Spain, Greece, Italy and Slovenia

As part of the SOPHIE project, all partners were asked to identify, contact and describe 12 good practices on digital inclusion and safety in Primary education (3 per country)

8 good practices on the use of online learning platforms and online learning environments in Primary education (2 per country).

Generally speaking, a good practice is a process, methodology or initiative that has been shown to work well, succeeding in the achievement of its objective, and therefore can be recommended as a model and inspiration for others. In our case, we search for practices that promote students' digital inclusion and safety.

The essence of identifying and sharing good practices is to learn from others and to encourage the application of knowledge and experience to our project.

A good practice should not be viewed as prescriptive, but can be adapted to meet new challenges, becoming better as improvements are discovered.

Within the framework of the SOPHIE project, we define best practices (they can be schools, projects, platforms, etc.), initiatives that are

- Innovative, they develop new or creative solutions.
- Effective, they demonstrate a positive and tangible impact.
- Sustainable, due to their social, economic, and environmental characteristics,

they can be maintained over time and produce lasting effects.

- Replicable, they serve as a model to develop policies, initiatives and actions in other places.

### → Good Practices on digital inclusion and safety in online learning

Please find here some guiding questions which can help searching for the best practices we are looking for. It is not mandatory to answer to those questions, however the answers can be reflected in the table below or added separately if needed:

- Do you know any school, organisation, platform etc. that helps ensure digital inclusion of all students?
- Do you know any activity, project, platform that can be of inspiration to teach students about digital citizenship

and online safety in age-appropriate ways?

- Do you know any tools or strategies that can help prevent cyberbullying?
- Do you know any school, organisation, project, activity succeeding in encouraging students to use technology as a tool for learning and creativity, rather than just for entertainment?
- Do you know any school, organisation, project actively promoting collaboration between schools and families to ensure digital inclusion and safety for all students?
- Do you know any strategies for protecting students' personal information and online privacy?
- Do you know any school, organisation, project, activity directly addressing the issue of digital addiction and screen time management for their students?

	Name of the good practice	Country
1	EdDIT	Spain
2	Incluy@: iguales en diversidad	Spain
3	Educa en digital	Spain
4	Science Bits	Spain
5	"The Internet Farm"	Greece
6	Panhellenic school competition for the Internet Safety Day 2021	Greece
7	"e-Safety Label for a safer school" project	Greece
8	"Cittadini digitali con la Patente di smartphone" (Digital citizens with a smartphone license)	Italy
9	In the guise of a character from the past (Nei panni di un personaggio del passato)	Italy
10	Escape room "the lost wi-fi code"	Italy
11	Društvo za boljši svet (Association for a better world)	Slovenia
12	Vrtec Tezno	Slovenia
13	Platform Eduskills+	Slovenia

## Spain: La Xixa & FEP L'Esperança (I)

### Best practice on digital inclusion and safety

**Name:** EdDIT

### Describe the best practice and a reference for consultation (website, social networks, etc.):

The project called *Technology Corporations, Educational Digital Platforms and Safeguarding Children's Rights with a Gender Perspective* (EdDIT) arises from the concern about the widespread use of digital platforms such as Google or Microsoft in Catalan schools and the impact this may have on children's rights. The project analyses the consequences of this phenomenon to promote the design of educational policies to protect the privacy of users of digital platforms in schools and children's rights.

Website: <https://esbrina.eu/es>

### In which way is this good practice innovative (if so)?

EdDIT is an innovative project as it involves interviews with experts (policymakers, stakeholders, academics, and activists) and principals of public primary and secondary schools. Focus groups were also carried out with teachers and students, and an online questionnaire was used to analyse the family's opinions. In this way, the project involves all the actors implicated in the issue in question.

### In which way is this good practice effective?

The project aims to inform the educational community, as well as public administrations with competencies in the educational field, and also universities and social agents at national and international levels, about the consequences of technology concerning children's rights. Therefore, this will allow us to be prepared for the challenge that this entails

### In which way is this good practice sustainable?

AFFaC (Federated Associations of Families of Students of Catalonia) has been working since 2019 on projects that promote respect for educational digital rights in different public schools in Catalonia. In addition, since 2021, they have been teaching a course on education and digital sovereignty to inform society and stimulate debate on the subject.

### In which way is this good practice replicable? Has this good practice potential of being of inspiration in the framework of the SOPHIE project?

It is an inspirational project on how we can protect children's rights through better knowledge and improved digital competencies.

### In which context was the good practice developed?

The digitalization of education has intensified during the COVID-19 pandemic, generating multiple challenges linked to ensuring digital literacy, access to knowledge, the protection of children's rights, gender equity, and, in general, the well-being of the educational community.

### What resources were needed for the implementation?

The project involved a documentary analysis of regulations and public policies at international, supra-state, state, and autonomous community levels, as well as interviews with experts (policymakers, stakeholders, academics, and activists) and with principals of public primary and secondary schools, and focus groups with teachers and students. In addition, a questionnaire was distributed to families of primary and secondary school students in Catalonia.

## Spain: La Xixa & FEP L'Esperança (II)

### Is there any evidence of success?

The project, which received the support of the Barcelona City Council and the approval of the Education Department of the Catalan Government, is now a pilot program to implement a public alternative that respects educational digital rights in different public schools. Furthermore, since 2021, aFFaC has offered a course on education and digital sovereignty to inform society so it has enough knowledge to participate in this debate.

### Best practice on digital inclusion and safety

**Name: Includ@: iguales en diversidad**

### Describe the best practice and a reference for consultation (website, social networks, etc.):

*Includ@: iguales en diversidad* is a proposal created by teachers of the first two years of secondary school, with the support of the National Institute of Educational Technologies and Teacher Training (INTEF). The project is oriented to the development of learning competencies related to the critical, responsible, and sustainable use of technology, to contribute to the success of a positive attitude towards social diversity, detecting and promoting the elimination of barriers to promote learning and participation in school and society for all students.

Webpage: <https://intef.es/>

Project webpage: <https://descargas.intef.es>

### In which way is this good practice innovative (if so)?

This project is innovative because it enables students to detect needs and use technology to find solutions. It is developed in the classroom in a cooperative, creative, and interdisciplinary way, where students design and plan possible solutions innovatively and sustainably.

### In which way is this good practice effective?

It provides students with information about different technological materials and their environmental impact, as well as the possible uses of technology to solve various needs. The project develops empathy and teamwork and promotes autonomy and responsibility for inequalities inside and outside the classroom.

### In which way is this good practice sustainable?

The students' creations during the project are materials that remain in the school for later use: a traffic light that reacts to the noise level in the classroom to avoid noise pollution; accessible signs in Braille, or text and voice translator to facilitate communication while learning the language spoken at school. It is also worth noting that the students wrote a learning diary that can be consulted for future improvements or applications in future projects.

### In which way is this good practice replicable? Has this good practice potential of being of inspiration in the framework of the SOPHIE project?

The project is inspiring as the protagonists are the students themselves, who are in charge of detecting what needs exist in the classroom and how they can use technology to reduce inequalities.

## Spain: La Xixa & FEP L'Esperança (III)

### In which context was the good practice developed?

A society in continuous change requires educating from uncertainty through experience building shared knowledge generated from interaction and fostering autonomy. Relevant and sustainable learning is developed through cultural exchange with the shared creation of culture in multiple directions implementing a more active education focused on "know-how".

### What resources were needed for the implementation?

The sessions began with the sensitization of the students' problems, to then use digital devices with an internet connection, projector and screen, 3D printer, software related to the tasks to be performed, micro, bit boards, and free digital tools to design and create the solution to the problems raised.

### Is there any evidence of success?

The project serves as an inspiration for other schools or educational institutions. In addition, tangible results, such as the traffic light, Braille signs and the language translator, are proof of the continued use of the materials created by the students.

### Best practice on digital inclusion and safety

**Name: Educa en digital**

### Describe the best practice and a reference for consultation (website, social networks, etc.):

This initiative, which began in the 2020-2021 academic year, supports the transformation and digitalization of the education system. It is run by Red.es together with the Autonomous Communities that adhere to the program. Red.es is a Public Business Entity attached to the Ministry of Economic Affairs and Digital Transformation, through the Secretary of State for Digitalization and Artificial Intelligence. Webpage: <https://www.red.es/es/iniciativas/educa-en-digital>

### In which way is this good practice innovative (if so)?

The project is innovative as it uses artificial intelligence to assist teachers, students and educational authorities, establishing personalised learning itineraries for students, monitoring their activity and analysing their progress, both individually and in aggregate.

### In which way is this good practice effective?

The project proposes to close digital gaps and promote social cohesion, making possible a scenario in which students are guaranteed access to adequate educational content adapted to their needs regardless of their social reality or the place where they live.

### In which way is this good practice sustainable?

The project provides devices, digital educational resources, and adaptation of teachers' digital skills and actions involving the application of artificial intelligence to personalised education.

### In which way is this good practice replicable? Has this good practice potential of being of inspiration in the framework of the SOPHIE project?

The project is inspiring because it gives us an insight into the structural context of the lack of resources and internet access for students in Spain. It is important to know the institutional framework in which we want to carry out a project, both at the material and human level, to develop adequate practices.

## Spain: La Xixa & FEP L'Esperança (IV)

### In which context was the good practice developed?

It is a response to the needs of students who have had difficulties in accessing devices and connectivity at home to continue the school year with their teachers and classmates, as a result of the transfer of teaching activities from schools to homes during the health crisis caused by COVID-19

### What resources were needed for the implementation?

The project is based on national surveys and reports and plans to provide 437113 home education stations, 128783 computers and 30683 charging cabinets.

### Is there any evidence of success?

The 'Digital Decade Report 2023' underlines that Spain is at the forefront of digitalization at the European level. Educa en Digital is one of the implemented projects highlighted in the report.

### Best practice on digital inclusion and safety

#### Name: Science Bits

### Describe the best practice and a reference for consultation (website, social networks, etc.):

Science Bits is a company that provides digital science education resources and tools for students and teachers. They offer interactive multimedia content, simulations, virtual labs, and other digital tools designed to enhance the learning experience in science classrooms, including physics, chemistry, biology, and environmental science. The materials offered by Science Bits are aligned with educational standards and can be integrated into existing science curricula. The platform includes tools and support for teachers as lesson plans, assessments, and guidance on how to effectively integrate digital resources into the classroom.

Webpage: <https://science-bits.com>.

### In which way is this good practice innovative (if so)?

Science Bits is considered innovative because it employs interactive and multimedia-rich content, including simulations and virtual labs. This approach goes beyond traditional textbooks, offering students hands-on experiences in a digital environment, which can enhance their understanding and motivation. In addition, Science Bits incorporate adaptive learning features. This means that the platform can adjust to individual student needs, providing a personalised learning experience.

### In which way is this good practice effective?

Science Bits is effective in science education to provide engaging multimedia content, promoting active learning through simulations, facilitating the integration of technology into the classroom, aligning with educational standards, offering adaptive learning features, supporting teachers comprehensively. Digital resources provided by Science Bits are accessible from various devices, allowing flexibility in how and where students can access the content.

### In which way is this good practice sustainable?

Science Bits contributes to sustainability through its digital format, reducing the reliance on physical materials and supporting paperless education. Continuous digital updates ensure relevance and longevity, minimising the need for frequent material replacements. Adaptive learning features optimise resource utilisation, since it is not necessary to make use of other alternative resources

## Spain: La Xixa & FEP L'Esperança (V)

### **In which way is this good practice replicable? Has this good practice potential of being of inspiration in the framework of the SOPHIE project?**

Science Bits has the potential for replicability due to its digital format, adaptability to educational standards, multidisciplinary approach, engaging multimedia content and possible incorporation of adaptive learning features. In this sense, Science Bits aligns with the educational framework and goals of the Sophie Project.

### **In which context was the good practice developed?**

Science Bits was developed in the context of digital education and the integration of technology in science classrooms. The platform aims to enhance the learning experience by promoting active and hands-on learning

### **What resources were needed for the implementation?**

The implementation of Science Bits requires digital devices with internet access, teacher training for effective integration, and support infrastructure such as projectors, technical assistance, and administrative backing.

### **Is there any evidence of success?**

Officially, specific evidence of success of Science Bits in terms of educational outcomes is not detailed. However, our experience as teachers tells us that students learn in a more meaningful and motivating way by making use of the digital and interactive resources offered by Science Bits.



## Greece: SYMPLEXIS & ICCGR (I)

### Best practice on digital inclusion and safety

Name: "The Internet Farm"

### Describe the best practice and a reference for consultation (website, social networks, etc.):

It is an app entitled "The Internet Farm" which is available for mobile and tablet devices in Greek and English on iOS and Google Play platforms. This app arises from the concern about the use of the Internet by children, particularly regarding online chat with strangers, personal data protection and respect of privacy online and offline. Via this smart app the children can develop from a very young age critical thinking on the reliability of online information. The parents and teachers can support the children, and open an app-based dialogue with them about the necessity to respect diversity, and to know how to confront grooming, cyberbullying or defamation situations online.

Link to Google Play: [The Internet Farm](#)

### In which way is this good practice innovative (if so)?

First of all, this app is available in two languages. Furthermore, it's really innovative because of the context and tools it uses to address essential issues about the online environment: Through five joyful stories taking place on an animal farm, children become aware of the following online safety issues:

- Receiving emails from strangers / Revealing personal data in online quizzes (Story: A Wolf in Sheep's Clothing)
- Meeting up with people they've met online / Publishing personal pictures online (Story: No Feathers and No Fleece!)
- Racism on the Internet / Reliability of online information (Story: Catching the Spotted Virus)
- Identifying ways in which strangers approach children online (Story: Unknown "Friends")
- Cyberbullying / Publishing other people's pictures / Manipulating pictures / Ethical Internet use (Story: Our Turtle is Leaving!)

Also, the app fosters children's reading skills by giving the possibility to select audio in order to listen to the stories and have the text highlighted at the same time, or if the child prefers, to read the stories by themselves, exploring each screen.

### In which way is this good practice effective?

The purpose of "The Internet Farm" is to initiate children into the basic rules of Internet use from a very young age. Through the attractive stories, this app effectively helps the children in acquiring the necessary skills that will empower them to surf online responsibly, ethically and safely, and to benefit from the endless opportunities of the online worlds, while avoiding the pitfalls.

### In which way is this good practice sustainable?

The app provides digital educational resources that remain in this app for later use and allows children to learn within a certain framework. This educational material includes:

- 5 stories with 46 interactive screens enriched with animations,
- Quiz at the end of each story with multiple choice questions and the possibility of obtaining the "Internet Farm Knowledge Certificate",
- "The brief Dictionary of the Internet Farm", with simple explanations of key terms found in the stories,
- "The basic safety rules for enjoying the Internet", with 12 simple rules for proper use,
- 46 puzzles with 3 levels of difficulty for each puzzle,
- 46 drawings to paint, based on the illustrations in the stories.
- 

This app contributes to sustainability through its digital format, reducing the reliance on physical materials and supporting paperless education both at school or at home. The educational app has been updated in 2020, which ensures longevity.

## Greece: SYMPLEXIS & ICCGR (II)

### **In which way is this good practice replicable? Has this good practice potential of being of inspiration in the framework of the SOPHIE project?**

This app is inspiring in the way it approaches difficult issues, thus can be used by the family and school environment in order to get the children to sharpen their capacity to recognize similar issues about safety on their own online adventures, now and in the future. "The Internet Farm" aligns with the educational framework and goals of the Sophie Project because of the alternative tools it uses to foster inclusion and safety for children online: Via games, funny quizzes and non-formal education children can consolidate their digital knowledge and learn at the same time about the potentialities and dangers on the Internet.

### **In which context was the good practice developed?**

This new app was developed with two key issues in mind. The first one is the protection of privacy and the second one is the treating online friends as strangers, which recur and are discussed in the stories. The main characters in the tales are two children: Nicky and Nicholas who, along with their dog Hercules, take care of the farm. They also have a trusted ally, Powell the owl, a wise counsellor and guide. The children assume the role of real-life parents. Hercules stands for a trusted family friend, who knows what's proper and what's not when it comes to surfing online, thus protecting, when necessary, our underage users. The wise owl assumes the role of the educator, who has his own way of guiding the kids towards the right sort of information and knowledge, and of helping them develop their critical thinking

### **What resources were needed for the implementation?**

The implementation of the app "The Internet Farm" is simple and requires digital devices (smartphone, tablet, laptop, personal computer) with internet access. The parents and teachers can download the app on iOS and Google Play platforms in order to read or listen to the stories along with their children at home, in the car or at school, and discuss with them any issues that may come up. The first story of the app along with the brief dictionary and the basic safety rules is for free, the other four stories can be purchased through the app.

### **Is there any evidence of success?**

This is an award-winning app at European level. The project has been distinguished by the European Evens Foundation, as the only project from Greece and as one of the most inspiring and best practices in Europe that promote digital literacy, helping children to discover basic rules of safety on the Internet, while highlighting ways in which parents and grandparents can play an active role in their children's online activities and guide them in a safe, ethical and constructive navigation. In this context, the project was included in the special publication "Media Literacy in Europe: Inspiring ways to involve parents: Projects that inspire ways to involve parents<sup>57</sup>" of the European Evens Foundation, along with 11 other outstanding projects from other European countries.

57 Evens Foundation. (2015). Media Literacy in Europe: Inspiring ways to involve parents: Projects that inspire ways to involve parents. Retrieved from: [https://issuu.com/evensfoundation/docs/medialiteracymagazine\\_issuu](https://issuu.com/evensfoundation/docs/medialiteracymagazine_issuu)

## Greece: SYMPLEXIS & ICCGR (III)

### Best practice on digital inclusion and safety

**Name: Panhellenic school competition for the Internet Safety Day 2021**

#### Describe the best practice and a reference for consultation (website, social networks, etc.):

The subject of the Panhellenic student competition “All together for a better internet” encourages and shows the positive and qualitative use of the internet in our everyday life, and how we can acquire good practices in the digital environment. It involves all educational levels and children are invited, individually or in group, to create material that highlights positive/quality content on the internet. Synergies between schools or between classes are encouraged. Nursery and primary school pupils are free to choose the form of the material they create from drawing, collage, story, video (maximum 2 minutes), presentation, song, etc. Secondary school students can choose to create material in the form of a spot (1 minute length), a song with their own music, a comic strip, or an application or presentation. All presented work should be original. Teachers in charge will submit students’ projects electronically on a dedicated platform of the website of the Hellenic Internet Safety Centre: [SaferInternet4Kids.gr](http://SaferInternet4Kids.gr).

#### In which way is this good practice innovative (if so)?

This idea is innovative and contributes to supplement the development of formal education about the digital environment. The preparation of the competition often takes place during computing or technology classes for secondary education and during computing, flexible zones or skills workshops for primary education. The teachers that accompany the students deepen the topics of new technological trends and their potential risks through the whole process, in a creative and experiential way

#### In which way is this good practice effective?

This very popular competition aims to help effectively students to understand what positive online content is. Through participation, students can acquire representations of creative and safe browsing on the internet, develop a value system on the internet similar to their in the face-to-face world, and acquire a proactive posture towards internet safety issues. It is important for young children to develop cooperation, critical thinking and communication skills, and to be informed about their safety and privacy rights online.

#### In which way is this good practice sustainable?

This good practice can be characterised as sustainable because the competition has digital format. More specifically, if the material is a drawing, photography, presentation or an illustrated story then a file in .pdf or .jpg or .png or .ppt or .pptx or .docx or .doc can be sent. Also, if the entry is a video then the teachers can upload the video to the web (YouTube, Vimeo, etc.) and send the URL. Finally, if the entry is an app then the school staff needs to upload it to the web and send the URL. Thus, the competition contributes to waste-free game, providing digital materials in the class.

#### In which way is this good practice replicable? Has this good practice potential of being of inspiration in the framework of the SOPHIE project?

This applied practice can be replicable in all schools to promote digital literacy, the application of new technologies and to safe web browsing. The competition could also take place at a local level, in a neighbourhood or region, and organised by different school staff. This educational activity is interesting and playful for students and it brings them closer to the wide range of possibilities of the internet. For all these reasons, we think that it can be a source of inspiration for teachers and students in the framework of the SOPHIE project.

## Greece: SYMPLEXIS & ICCGR (IV)

### In which context was the good practice developed?

The national school competition is based on the need for students to express their perception of the positive and qualitative use of the internet, and what users should be careful about to benefit exclusively from the positive impact of the digital world. It was developed to promote and implement new, smart and functional ideas of students. The competition places particular emphasis on the effectiveness of the delivered message, aspiring to raise awareness among the student community about safe internet use.

### What resources were needed for the implementation?

It's true that the implementation of this idea is easy and the participation of students is voluntary, so the consent of their parents or guardians is required for their participation and permission to post their works on the internet. In addition the application form must also include a contact e-mail, the details of the school and the teacher in charge, who needs internet access to send the application form with attached file or URL.

### Is there any evidence of success?

The national student competition has been successfully organised every year since 2016, operating under the approval of the Ministry of Education and Religious Affairs throughout the Greek territory. Safer Internet Day is organised every year by the INSAFE Network of Safer Internet Centres in Europe to promote safer and more responsible use of digital devices and environment, especially among children and young people around the world. The Greek Safer Internet Safety Centre, SaferInternet4Kids, is responsible for the organisation in Greece.

### Best practice on digital inclusion and safety

#### Name: "e-Safety Label for a safer school" project

#### Describe the best practice and a reference for consultation (website, social networks, etc.):

The e-Safety Label is a Europe-wide accreditation and support service for schools, aiming to provide a secure and enriching environment for safe access to online technology as part of the teaching and learning experience. Particularly, the e-Safety Label website aims to be a one-stop shop for teachers, head of schools and ICT administrators when it comes to evaluating their school's online safety, taking action to improve and reinforce it and sharing best practices among their peers. Thanks to the eSafety Label Community, schools can review their own online safety infrastructure, policy and practices, comparing it to national and international standards. Based on the school's online safety level and other factors evaluated through the assessment process, the school can get one of the following labels.

- Iron - basic online safety level
- Bronze - minimal awareness of online safety
- Silver - more advanced approach to online safety
- Gold - outstanding practice in all areas of online safety and education on online safety

### In which way is this good practice innovative (if so)?

The peering project was officially launched on Safer Internet Day 2012 and followed by a two-year pilot programme in which schools tested the platform and the increasing number of features and language versions. The schools' feedback shaped the services of the e-Safety Label, and, in particular, the assessment and accreditation tool. The result of this testing period demonstrated the need for a personalised Action Plan, which schools can download after completing the Assessment Form, helping them to understand their current online safety status, and the key areas to be improved. The eSafety Label (eSL) was built to be compatible with pre existing initiatives on both national and regional level across Europe.

## Greece: SYMPLEXIS & ICCGR (V)

### In which way is this good practice effective?

To resume, a school who wants to obtain an eSafety Label needs to register, join and participate in the community, share their knowledge and expertise, prepare their self-assessment process based on the eSafety fact sheets and, finally, complete and submit an assessment questionnaire. Once the school community gets a label, it is valid for 18 months and after 12 months they can do a new assessment process, in order to be newly evaluated. All these steps of the assessment process helps the eSL to be effective and updated in the evolving challenges of online safety.

### In which way is this good practice sustainable?

The e-Safety Label is a sustainable framework where schools can actually develop a comprehensive policy on all the issues concerned. The eSL also helps schools to pay attention to different aspects of online safety, and is free of charge, assuring free access to all resources online.

### In which way is this good practice replicable? Has this good practice potential of being of inspiration in the framework of the SOPHIE project?

In which way is this good practice replicable? Has this good practice potential of being of inspiration in the framework of the SOPHIE project?

The e-Safety Label aims to mobilise and foster the exchange of knowledge and best practices among a wide community of European teachers, heads of schools, ICT coordinators, in fact to tool the entire school ecosystem up for a safe and responsible digital future. This label can be replicable in all school environments which try to develop their skills in online safety , or have interest in mapping the current digital needs and key priorities of today's students. For this reason, this good practice could potentially be a trigger for the SOPHIE project in order to take place in more modern schools in the countries of the European Union.

### In which context was the good practice developed?

The eSafety Label initiative was born out of a joint initiative in 2012, as both leading Tech companies (Kaspersky Lab, Liberty Global, Microsoft and Telefonica) and European Education Ministries (Belgium-Flanders, Italy and Portugal) recognised the growing needs of schools for digital assistance. They decided to join forces with European Schoolnet to address the gap. Since then, the consortium has been supported in its actions through Ministries of Education and educational organisations in Austria, Estonia and Spain and it is extending into more and more European countries

### What resources were needed for the implementation?

The implementation for this good practice in school needs internet access, basic ICT skills and motivation to create the safest possible environment for the pupils. It only requires some minutes to join the e-Safety Community.

### Is there any evidence of success?

Greek schools have been consistently ranked among the top schools in Europe in terms of digital security certification named "e-Safety Label for safer school" since 2013. The e-Safety Label Community is constantly growing and up to now involves almost 4.000 teachers and contact points (Ministries of Education, universities, Safer Internet Centres, etc.) from 40 countries, which confirms its long-standing success.

## Italy: CESIE & ICCG (I)

### **Best practice on digital inclusion and safety**

**Name: “Cittadini digitali con la Patente di smartphone” (Digital citizens with a smartphone licence)**

### **Describe the best practice and a reference for consultation (website, social networks, etc.):**

The “Smartphone licence” project takes place since 2017/2018 in both public and private lower secondary schools in Italy. The project consists of an educational path that also involves teachers, and it aims at making children understand the complexity of the digital world, its opportunities as well as its risks. A lot of importance is given to the reflection on cyberbullying, but also on what are the positive and inclusive behaviours that can be enacted online. At the end of the path, the students take an exam that can give them a “licence” stating their ability to use smartphones carefully. The licence can also be suspended if the owner does not show appropriate online behaviour.

<https://www.patentedismartphone.it/>

### **In which way is this good practice innovative (if so)?**

The practice is innovative because the path creates a sense of ambition or motivation to win the award, the licence. This happens because students often draw a comparison with an actual driver’s licence, assuming a role of importance that drives them to commit to being responsible digital citizens for the sake of the school community, their parents and institutions as well. In fact, the licence is awarded to the students during a special ceremony when parents are present alongside the school principal, the mayor or one of its representatives

### **In which way is this good practice effective?**

The licence is a token that helps the student make more effort to avoid any inappropriate use of the Internet or engage in cyberbullying. Otherwise, the licence is suspended for some time and the student has to take on another learning path to get back the licence. The students do their best trying not to lose it. This practice has proven to be an effective factor in the decrease of cyberbullying in the schools that apply it

### **In which way is this good practice sustainable?**

The licence is sustainable because it encourages a long-term learning of responsible and safe use of digital devices in schools. After the initial year of training for school staff, the practice does not require any more funds, so it is perfectly sustainable and replicable for schools, school staff and students.

### **In which way is this good practice replicable? Has this good practice potential of being of inspiration in the framework of the SOPHIE project?**

It is replicable because every year, all of the students that have just started lower secondary school can obtain the licence after an exam. Moreover, the course can be extended to students in their last year of primary school with a path adapted to their age and awarding of the “foglio rosa” (learner’s permit) for smartphone use. The contents and the activities of the path can be amplified and enriched from those proposed in the SOPHIE project. This would make the learning path more well-rounded and effective as it can provide parents and teachers with training opportunities every year.

## Italy: CESIE & ICCG (II)

### In which context was the good practice developed?

The “Smartphone licence” project started its experimentation during the school year 2017/2018 in both public and private lower secondary schools in the “Provincia del Verbano-Cusio-Ossola” in Piedmont, Italy. It was later adapted by the Piedmont Region through Law 2/18 as an instrument to fight against bullying and it's still in a phase of expansion in all the provinces of the region and other schools in Italy. The path is developed when students start their first year of lower secondary school or when they are in their last year of primary school.

### What resources were needed for the implementation?

The only resources needed are those for the training course: activity sheets, videos, cards.

### Is there any evidence of success?

The schools where this practice was implemented reported significantly lower cases of bullying and cyberbullying.

### Best practice on digital inclusion and safety

**Name: In the guise of a character from the past (Nei panni di un personaggio del passato)**

### Describe the best practice and a reference for consultation (website, social networks, etc.):

The idea for this practice was born during the Covid-19 pandemic, when school life was happening exclusively online. The objective was that of promoting a significant type of learning that could include different learning styles, trying to avoid traditional methods. This was done by giving value to the narrative dimension of History and Literature through the use of video conference platforms such as Meet or Zoom. The choice of active methodologies allowed the students to be at the centre of their own learning path, encouraging the development of communication abilities (verbal and non-verbal) and the participation of students that are more introverted. The students collaborated online looking for learning materials on the author they were analysing, and then enacted a small scene on it.

### In which way is this good practice innovative (if so)?

This activity connects the present and the past, like a time machine that allows the students to travel and get closer to history, literature, science, and philosophy. They also appreciated the fact that to do so they were using devices they are familiar with, but in a completely different way. The idea stems from the need to overcome the limits of social distancing. It is a precious tool because it is structured in such a way as to also involve the students emotionally. The students are called to wear the shoes of an author from the past and make a video where they enact the most pivotal moments of the author and their works.

### In which way is this good practice effective?

This practice is effective because apart from wrecking every type of barrier (physical or mental), it represents a precious instrument to learn and have fun at the same time, using digital tools in a positive way.

### In which way is this good practice sustainable?

This type of activity is sustainable because it can be adapted to any context (both online and in-presence) and it does not require particular funds or materials, as the levels of complexity can always change based on the resources that the group has.

## Italy: CESIE & ICCG (III)

**In which way is this good practice replicable? Has this good practice potential of being of inspiration in the framework of the SOPHIE project?**

This practice can be used in every educational path, both inside and outside schools, so it is very replicable

**In which context was the good practice developed?**

This practice was developed during the Covid-19 pandemic, where school activities were held online.

**What resources were needed for the implementation?**

The only thing needed was access to an Internet connection.

**Is there any evidence of success?**

The activity has proven to be successful because even the students that are not usually participative really grew fond of the activity, overcoming their insecurities.

**Best practice on digital inclusion and safety**

**Name: Escape room "the lost wi-fi code"**

**Describe the best practice and a reference for consultation (website, social networks, etc.):**

It is an educational escape room that uses a playful approach, motivating students while making them protagonists of the learning process. This didactic resource helps developing transversal skills or life skills: in fact, it promotes social skills through the collaboration needed to solve the enigmas, but also resilience, problem solving and lateral thinking. Furthermore it encourages students to handle their resources well and have a meta-cognitive reflection on important themes such as "Internet security".

This is the link to the activity: <https://playandlearnitalia.com/escape-safe-internet-day/>

**In which way is this good practice innovative (if so)?**

The escape room is an innovative practice because it gives a tool for everyone to turn classrooms into interesting learning spaces, where students are the protagonists of their own learning experiences.

**In which way is this good practice effective?**

This good practice is effective as it involves students in an active way, pushing them to reflect and put into practice their knowledge in a realistic and stimulating context. Moreover, it promotes collaboration and teamwork, encouraging communication and division of tasks among the students, including everyone in the learning process.

**In which way is this good practice sustainable?**

The Escape room practice is sustainable because it's an online resource that can be reused year after year and in different classes or environments.



## Italy: CESIE & ICCG (IV)

### **In which way is this good practice replicable? Has this good practice potential of being of inspiration in the framework of the SOPHIE project?**

The theme of this escape room goes perfectly along with the SOPHIE project. It could also be possible to create new escape rooms that help in the realisation of the project's goals to create more inclusive and safe learning environments. There are some other platforms that can help in this task: Breakout EDU, Classcraft, Classtime, and Genially.

### **In which context was the good practice developed?**

The Escape room, used with the students of primary school in their last year, was created by the primary school teacher, Maria Ghirardi, ideator of PlayandLearnItalia, an educational website for teachers, parents, and children. Its main goal is to strengthen students' learning abilities through games, creativity, technology, and multimediality. The educational escape room can be proposed in every learning environment, both in schools and out of schools, for example during family time.

### **What resources were needed for the implementation?**

The only resource needed is an Internet connection and being able to use the appropriate platforms (only in case you want to create a new escape room from scratch).

### **Is there any evidence of success?**

During class experimentation, the teachers who have brought the escape room to their students have detected high levels of interest, reflection, and participation on the part of everyone involved, achieving the learning goals defined previously.

## Slovenia: INTER-KULTURO & OSRM (I)

### Best practice on digital inclusion and safety

**Name:** Društvo za boljši svet (Association for a better world)

### Describe the best practice and a reference for consultation (website, social networks, etc.):

Društvo za boljši svet is an NGO which organises theatre plays for kindergartens, primary schools and high-schools. All their plays deal with important topics of the world today and search for positive ways to dissolve conflict, promote human rights and equity.

Website: <https://www.forbetterworld.si/en/home-3/>

### In which way is this good practice innovative (if so)?

The association organises theatre plays around important topics concerning online safety, non-violence, positive self-image and other topics. Each season they visit over 200 kindergartens, primary schools and highschools, and play over 300 plays.

### In which way is this good practice effective?

Through theatre plays, children experience important topics in a different way compared to learning or lectures, bringing them to reflect with an active posture.

### In which way is this good practice sustainable?

The association is an NGO of public interest, through their actions they raise awareness on important topics for the future of our society, touching primarily children of every age.

### In which way is this good practice replicable? Has this good practice potential of being of inspiration in the framework of the SOPHIE project?

All schools in Slovenia can participate. Due to the connection with theatre it could be an inspiration for many who are engaged in this field to replicate this idea. We can also imagine that children could prepare and perform their own plays around these topics in their schools.

### In which context was the good practice developed?

The NGO has been active since 2001 and has developed their work on a voluntary basis and with the help of donations.

### What resources were needed for the implementation?

Basic theatre equipment, actors. They can perform in any school in Slovenia.

### Is there any evidence of success?

More than 200 participating schools every season is an indicator of success for this good practice, but there is no formal evidence.

## Slovenia: INTER-KULTURO & OSRM (II)

### Best practice on digital inclusion and safety

**Name: Photography in Kindergarten Tezno, Maribor**

#### Describe the best practice and a reference for consultation (website, social networks, etc.):

Vrtec Tezno has been using Photography as a tool for media education for many years. It has made its experience available in the project Eduskills+Media. The project aims at creating opportunities for children to get to know, think about and experiment with the medium of photography. Today, pictures are the basis of media; they are a form of communication, but also a form of deception. Being able to critically evaluate pictures is becoming a necessity in the digital age, where most pictures are manipulated in one form or another. With simple activities children can learn how photography can stage reality (with the use of perspective, lighting or simply by choosing what to leave out of the picture), how it can change the past by cutting elements out, how it can "improve" reality (filters, Photoshop) etc. They can experiment with moving pictures and build their understanding of videos with stop motion techniques. Photography also offers an excellent opportunity for children to actively use media. They can work on their own topics, learn about and create photography art and they can get to know the language of the media and understand its tricks. Using photography, teachers can involve a wide range of topics, from culture and creativity to science and social themes.

#### In which way is this good practice innovative (if so)?

The approach is innovative as it uses creativity in media education. It teaches children that digital tools can be used to express their ideas and not only to play and watch cartoons. It invites them to become creators, not just consumers.

#### In which way is this good practice effective?

The approach is innovative as it uses creativity in media education. It teaches children that digital tools can be used to express their ideas and not only to play and watch cartoons. It invites them to become creators, not just consumers.

#### In which way is this good practice sustainable?

It can be incorporated into the practices of kindergarten, according to their interests and needs. There are many different ideas for activities, so every group can find something that motivates them. There is only an initial investment to buy some cameras, there are no further costs.

#### In which way is this good practice replicable? Has this good practice potential of being of inspiration in the framework of the SOPHIE project?

With the help of the resources on the platform, educators in kindergartens can learn the basics of photography, including teaching photography to children with special needs, and find activities to try them out in their institution. The activities are also suitable for children in the first years of primary school. The resources are available also in English.

#### In which context was the good practice developed?

Kindergarten Tezno has been active in this field for many years, the portal <https://media.eduskills.plus/> has been developed in an Erasmus+ project.

## Slovenia: INTER-KULTURO & OSRM (III)

### What resources were needed for the implementation?

Basic photographic equipment and computer. Children can also use smartphones provided by the kindergarten, but it is most suitable for the institutions to acquire 2-3 simple and sturdy photo cameras, which are more suitable for small children's fingers and to make them available to children in a special photo-corner. All this is possible without major investment into pricy equipment.

### Is there any evidence of success?

During the project there has been an evaluation which has shown promising results, but further research would be needed to confirm this.

### Best practice on digital inclusion and safety

**Name: Portal for educators Eduskills+**

### Describe the best practice and a reference for consultation (website, social networks, etc.):

Eduskills+ is a portal for educators and all who work with children and youth. It includes resources on media education, diversity and other important topics.

On Eduskills+ you can find:

- High-quality learning material to support learning with respect to diversity
- Ideas for workshops on diversity: <https://divedu.eduskills.plus/>
- Ideas for lessons on cybermobbing: <https://cyberhelp.eduskills.plus/>
- Learning materials on digital ethics, democracy, communication and many more: <https://reflections.eduskills.plus/modules>
- Media education for preschoolers and primary: schools <https://media.eduskills.plus/>

The portal is constantly further developed and new contents are added.

### In which way is this good practice innovative (if so)?

The platform offers a one-stop place on the internet for educators to find high-quality material on media education, diversity education and other topics concerning critical thinking and living in democracies. The material is free and available in many European languages.

### In which way is this good practice effective?

The resources on the portal have been tested in many classrooms and were positively evaluated by both teachers and students.

### In which way is this good practice sustainable?

The resources are freely available online, allowing educators to form themselves at any time and pick up anything they would need.

### In which way is this good practice replicable? Has this good practice potential of being of inspiration in the framework of the SOPHIE project?

The portal is available in many languages and can be freely used by all interested educators in every school or context. It includes many ideas for activities in the field of the Sophie project and we have also included several of them in our piloting.

## Slovenia: INTER-KULTURO & OSRM (IV)

### In which context was the good practice developed?

The portal Eduskills+ was developed during several Erasmus+ projects.

### What resources were needed for the implementation?

The resources needed for the implementation depend on the chosen activity. The portal itself is free but educators need a connection to the Internet to access the website.

### Is there any evidence of success?

The portal is popular among teachers in Europe and has been constantly further developed during the last years.

## → Good practices on the use of online learning platforms and online learning environments

Please find here some guiding questions which can help searching for the best practices we are looking for. It is not mandatory to answer to those questions, however the answers can be reflected in the table below or added separately if needed:

- Do you know any online learning platforms and environments that support inclusive teaching and learning?
- Do you know any school/project designing and using engaging and interactive online lessons that maximise student learning?
- Do you know any tool/strategy/platform that allows personalising learning for individual students?
- Do you know any tool/strategy/platform that promotes student engagement and motivation in online learning environments?
- Do you know any tool/strategy/platform that helps teachers provide effective feedback to students in online learning environments?
- Do you know any tool/strategy/platform that helps promote collaboration and communication among students in online learning environments?
- Do you know any professional development opportunities available to help teachers effectively use online learning platforms and environments?

## Spain: La Xixa & FEP L'Esperança (I)

### Best practice on the use of online learning platforms and online learning environments

**Name:** Aulas del Futuro en Extremadura

#### Describe the best practice and a reference for consultation (website, social networks, etc.):

Aulas del Futuro en Extremadura (AdFE) is a space transformation project to enhance learning due to technology. It is an initiative of the Ministry of Education and Employment of the Regional Government of Extremadura (INTEF) in collaboration with Autonomous Communities  
Webpage: <https://aulasdelfuturo.educarex.es/>

#### In which way is this good practice innovative (if so)?

Aulas del Futuro is innovative as it takes into account multiple dimensions: the physical space, the furniture, the technological resources available, the didactic resources and active methodologies. All dimensions are interrelated and put at the service of the students.

#### In which way is this good practice effective?

The potential and benefits of Aulas del Futuro lie in the transformation of teaching and learning modes and styles. The project's objective is for students to improve their capacity for commitment and perseverance by working in teams and developing their creativity. They also can increase their empathy and self-esteem, and feel more motivated, as well as acquire the ability to organise themselves and adapt to changes.

#### In which way is this good practice sustainable?

The project makes available (online) a lot of resources on how to create Aulas del Futuro, as well as manuals and guidelines for students and teacher training. Personalised advice at any time is also available.

#### In which way is this good practice replicable? Has this good practice potential of being of inspiration in the framework of the SOPHIE project?

The project is inspiring in the way it has procedures that facilitate its implementation (like the economic acquisition of resources). Specific training is also offered, both in technical and methodological aspects.

#### In which context was the good practice developed?

The infrastructure of classrooms and educational centres has not evolved much since the last century and is not allowing innovative didactic and pedagogical approaches, Aulas del Futuro has rethought the use of the different spaces in schools in terms of students's skills development.

#### What resources were needed for the implementation?

Schools receive an economic endowment for the purchase of space, speakers, headphones, photo and video cameras, projectors, chroma keys, drones, 3D glasses, 3D printers, etc.

#### Is there any evidence of success?

By the beginning of February 2022, the autonomous community of Extremadura already has 48 AdFE and has approved an investment of 40 million euros in technological equipment over the next few years.

## Spain: La Xixa & FEP L'Esperança (II)

<b>Best practice on the use of online learning platforms and online learning environments</b>
<b>Name:</b>
<b>Describe the best practice and a reference for consultation (website, social networks, etc.):</b> <b>Caramelos Digitales</b>
Caramelos Digitales is a teaching-learning project of digital tools for the acquisition of digital skills for students. Students in the 5th grade carried it out at the Salesianos School in Santander, Cantabria. Webpage: <a href="http://salesianossantander.org/?s=caramelos+digitales">http://salesianossantander.org/?s=caramelos+digitales</a> Instagram: <a href="https://www.instagram.com/explore/tags/caramelosdigitales/">https://www.instagram.com/explore/tags/caramelosdigitales/</a>
<b>In which way is this good practice innovative (if so)?</b>
The innovation of the project lies in its implementation. As the name suggests (Digital Candies), during the time that a candy lasts, students can learn the use of an application that they will later use to create a digital product on the topics worked on in the classroom.
<b>In which way is this good practice effective?</b>
The project aims to help students manage information (how to search, file, and recognize the veracity of the information). It also promotes tools that can be used online (creation of content, infographics or podcasts; control of the digital footprint before accessing or having a presence in social networks; problem-solving through programming and robotics). In conclusion, the aim is to turn students into critical content managers and creators.
<b>In which way is this good practice sustainable?</b>
This practice can be replicated in any school or educational level, adapting the competencies to the student's curriculum.
<b>In which way is this good practice replicable? Has this good practice potential of being of inspiration in the framework of the SOPHIE project?</b>
It is inspiring because it proposes a learning-by-challenges methodology that could be replicated in any other project.
<b>In which context was the good practice developed?</b>
Caramelos Digitales is a project that responds to the need for a methodological change towards active methodologies, where learning focuses on student autonomy.
<b>What resources were needed for the implementation?</b>
What resources were needed for the implementation? The resources required are mostly free educational tools, but material for robot design and board work is also necessary.
<b>Is there any evidence of success?</b>
The Ministry of Education of Cantabria approved the project as an official area or subject for the school, which allows them to work one hour a week with the different challenges. The project has received the National Education 2022 Award and the National Award for Inspiring Experiences for Learning 2022.



## Greece: SYMPLEXIS & ICCGR (I)

### **Best practice on the use of online learning platforms and online learning environments**

**Name: "Digital Inclusion - Transforming and Internationalizing Schools through Technology" project**

#### **Describe the best practice and a reference for consultation (website, social networks, etc.):**

The "Digital inclusion - Transforming and Internalizing Schools through Technology" project is a European project funded under Erasmus+ KA2 "Strategic partnerships". This Erasmus+ project that also takes place in Trikala, in Greece aims to extend and develop educators' competencies, including their digital skills and knowledge of ICT tools, to create an inclusive blended classroom climate. The partnership focuses on the collection of different good practices that they share with other school communities in order to improve the academic results and motivation of the pupils during the online and traditional learning in class.

#### **In which way is this good practice innovative (if so)?**

This good practice is modern, innovative and follows the requirements of the schools after COVID-19 pandemic. The educational materials centre on development of teachers and professors' ICT competencies and knowledge of digital tools, such as presentation and animation software, publishing programs, Web 2.0, and use of technological equipment with the main purpose the inclusive and multifaceted learning of students.

#### **In which way is this good practice effective?**

The project strengthen effectively the professional competences of teachers participating in the exchange of practices and it also promotes the inclusive school concept and helps teachers find out about innovative teaching methods to increase motivation, reduce the level of aggressiveness of their students and educate them with respect to EU moral principles and values with new technologies at the core.

#### **In which way is this good practice sustainable?**

This Erasmus+ project is sustainable because it includes an interactive database with pedagogical resources for educators including lesson plans and good practices that teachers can freely use online. More specifically, the project includes the lesson plans for teaching English, Maths, and Robotics for students aged 9 to 13 and the good practices addressing inclusive teaching strategies, new pedagogical models, and ICT tools that will help school staff organise the in person and online learning process.

#### **In which way is this good practice replicable? Has this good practice potential of being of inspiration in the framework of the SOPHIE project?**

All lesson plans and good practices of this project are replicable in today's school environments after COVID-19 crisis, where the immense move to hybrid and blended learning has become a critical issue. It's clear that digital inclusion is about ensuring the benefits of digital technologies and its ease of access to students during online learning. Thus, the results of this project that addresses the same target group (students 9 to 13 years old) have a potential of inspiration in the piloting with school staff of the SOPHIE project.

#### **In which context was the good practice developed?**

Nowadays, schools seem to advance at a much slower pace and they are not making use of all the new technologies available to make their schools more inclusive. Although many schools are trying to adopt new practices, it is not common to exchange experiences and practises among schools at national level, or leave apart at an international level, which would make the process much easier for all.

## Greece: SYMPLEXIS & ICCGR (II)

### What resources were needed for the implementation?

The implementation of this practice needs a number of devices (tablet, laptop) that should be low in the purchase price and easy to assemble and maintain so that keeping the devices in working order would require minimal resources and can be repaired with the use of locally available materials and technical skills. An idea is that the Government, NGOs and companies can also support the provision and purchase of the devices, free of charge or at subsidised rates. Also, the school staff and students need internet access, digital tool-based learning, and basic technological skills in order to join online, blended. All other materials are free of charge and available online, so the implementation can be affordable for schools.

### Is there any evidence of success?

The evidence of success is that this project was implemented completely in two years, from 2020 to 2022 in schools in six different countries: Spain, Greece, Latvia, Bulgaria, Italy and Macedonia.

### Best practice on the use of online learning platforms and online learning environments Name: MELO - Digital Learning Ecosystem

#### Describe the best practice and a reference for consultation (website, social networks, etc.):

MELO - Digital Learning Ecosystem is an innovative international digital learning software platform with rich training tools and is the result of many years of research and development by RDC Informatics in the scientific field of e-learning systems development.

#### In which way is this good practice innovative (if so)?

The MELO platform is an ingenious international digital learning platform working for the development of digital learning ecosystems in educational organisations, providing unique digital learning experiences for all those involved in the educational process. It is based on cutting-edge Microsoft technologies and following the international standards in e-Learning (SCORM, AICC, TinCan, xAPI) has won 5 innovation awards in the field of research and development.

#### In which way is this good practice effective?

This platform is a unique tool for enriching and upgrading any educational process by implementing digital education ecosystems in schools and foreign language centres.

#### In which way is this good practice sustainable?

The MELO platform is available with smart and flexible cost-effective packages that suit educational organisations and businesses of any size. It is a sustainable solution as it allows users to use only the features they need today at the lowest possible cost, ensuring unlimited expansion possibilities in the future. The entire software rental process is done electronically, which does not directly impact the environment.

#### In which way is this good practice replicable? Has this good practice potential of being of inspiration in the framework of the SOPHIE project?

The MELO platform can be easily adopted by any modern school or educational organisation, covering the needs of asynchronous tele-education, live lessons in virtual classrooms and remote private lessons. Also, the multiple and intelligent functions of the platform can be an emphasis and an inspiration for the SOPHIE Project Handbook.

## Greece: SYMPLEXIS & ICCGR (III)

### In which context was the good practice developed?

In 2002 a group of young computer scientists in the context of a PhD thesis identified the need to make digital distance learning systems easier, more accessible, more effective. Since then they have embarked on a journey full of technological challenges following the needs of educational organisations and businesses worldwide, especially in the aftermath of the pandemic and developing this revolutionary platform.

### What resources were needed for the implementation?

The MELO platform is developed using software tools based on Microsoft technologies, so the implementations of the platform are hosted in information infrastructures based on Microsoft systems technologies. It can operate in any web hosting topology (Shared hosting, shared VPS, dedicated VPS) or in Microsoft Azure cloud environment with many alternative topologies and services.

### Is there any evidence of success?

The platform's success can be read through numbers: it has over twenty years of experience in research and development, has won many awards and accolades worldwide for its case studies and to date, it has provided digital learning services to hundreds of educational organisations and businesses around the world. It has been estimated that the total number of users of the platform's educational ecosystems exceeds five hundred thousand.

## Italy: CESIE & ICCG (I)

### **Best practice on the use of online learning platforms and online learning environments** **Name: “Generazioni Connesse” (Interconnected Generations)**

#### **Describe the best practice and a reference for consultation (website, social networks, etc.):**

“Generazioni Connesse” is a platform created by the Safer Internet Centre (also known as SIC) and it was born to give information, advice and support to children, adolescents, parents, teachers, and educators who have had experiences and problems tied to the use of the Internet and to make it easier to report any illegal material online.

Safer Internet Centre’s project “Generazioni Connesse” is co-funded by the programme Digital Europe of the European Commission. It finds its realisation in an online platform promoted by the Commission called “Better Internet for Kids” managed by European Schoolnet, with the collaboration of INSAFE (a network that gathers all the European SICs) and Inhope (a network that gathers all the European National hotlines). The project is coordinated by the Italian Ministry of Education (MIUR) in partnership with other important Italian entities that deal with Internet safety: The Department of Child and Youth Affairs (Autorità Garante per l’Infanzia e l’Adolescenza, State Police (Polizia di Stato), the University of Florence and “La Sapienza”, Save the Children Italy, the Italian ChildLine (Telefono Azzurro), EDI onlus, Skuola.net, and Giffoni Experience.

The general objective is to develop qualitative and innovative services to guarantee young people’s safety in the online landscape. It provides an occasion for collective growth, both socially and economically.

The initiative focuses on themes such as Internet privacy and security, phishing and online frauds, cyberbullying and harassment, reporting of non-suitable contents. The platform is being constantly updated to strengthen its contents and also help handling negative messages on the web.

You can access the platform through this link: <https://www.generazioniconnesse.it/site/it/home-page/>

#### **In which way is this good practice innovative (if so)?**

The platform is innovative because it can reach a wider audience (from younger to older people) involving them in different activities, and providing different informative materials and contents that stimulate self-reflection such as videos and games, all of that through the same web page! In the homepage it’s possible to find links to the various themes and activities mentioned, but also links to other useful websites and platforms.

#### **In which way is this good practice effective?**

The practice is effective because it is the result of the collaboration of Digital Education experts, capable of providing families, educators, and young people with the most suitable tools for them. Also, the involvement of the MIUR and other entities makes it easier to disseminate it.

#### **In which way is this good practice sustainable?**

The platform is very user-friendly and simple to use. This is why it is thought to be useful for teachers that can find useful materials to carry out their school activities, also allowing the students to use it autonomously and safely.

#### **In which way is this good practice replicable? Has this good practice potential of being of inspiration in the framework of the SOPHIE project?**

It could be for sure a source of inspiration to the SOPHIE project since there is a lot of material to deepen one’s knowledge on Internet security, Internet etiquette, awareness in the use of the web and strategies that can help overcoming issues.

## Italy: CESIE & ICCG (II)

### In which context was the good practice developed?

The discovery of the platform helped us in the pilotings with the students and the families, using some useful materials that we found. For example, we found small video series dealing with the dangers of the web: these especially caught the attention of the participants and were used as a tool for self-reflection and to either start or close our activities.

### What resources were needed for the implementation?

The most useful tool was the mini-series "SUPERERRORI del web" (SUPERMISTAKES of the web). It consists of 6 episodes that explore the intricacies of the Internet: <https://www.generazioniconnesse.it/site/it/0000/00/00/x-la-miniserie-x/>

To show them we needed a computer, a projector, and Internet access. The resources needed to implement other activities depend on the chosen activity, but Internet access is needed to consult the platform.

### Is there any evidence of success?

The activity was very successful because the platform is easily accessible from any device and it adapts its discourse to its target audience, being fun and captivating, and introducing themes younger people can relate to. The design is also very well-done.

### Best practice on the use of online learning platforms and online learning environments

**Name: "Vivi Internet, al meglio" (Experience the Internet in the best way)**

#### Describe the best practice and a reference for consultation (website, social networks, etc.):

"Vivi Internet, al meglio" is a platform powered by Google through the collaboration with experts in digital education from the postal police, FMD (Fondazione Mondo Digitale), Altroconsumo, Associazione Antreas, the Italian Child Line (Telefono Azzurro) and the Youtuber "Grace On Your Dash". The website has the aim of helping children, adolescents, and parents to experience the web responsibly. In fact, its slogan is: "Let's help young people to become responsible digital citizens". The initiative has at its core five themes: online reputation, phishing and frauds, security and privacy, cyberbullying and harassment, reporting of inappropriate contents.

It can be accessed through this link: [https://beinternetawesome.withgoogle.com/it\\_it/](https://beinternetawesome.withgoogle.com/it_it/)

#### In which way is this good practice innovative (if so)?

The platform is user-friendly and it has a lot of content to make the experience relevant for people at any age. For example, you can find interactive stories like "Interland: avventure digitali" (Interland: digital adventures), where a grandpa travels with his grandkids to the discovery of the Internet

#### In which way is this good practice effective?

It is effective because it can connect different interests and different areas of entertainment (video games, videos from Internet creatives and storytelling) while being profoundly educational.

#### In which way is this good practice sustainable?

It is sustainable because it has a versatility that allows it to be always furnished with new contents and stories or games to widen the experience of its users.

## Italy: CESIE & ICCG (III)

### **In which way is this good practice replicable? Has this good practice potential of being of inspiration in the framework of the SOPHIE project?**

It could be an inspiration for the SOPHIE project because its simplicity and its gamification practices could really merge with the activities proposed during the pilotings.

### **In which context was the good practice developed?**

The discovery of the platform helped us in the pilotings with the students and the families, using some useful materials that we found.

### **What resources were needed for the implementation?**

In particular, within the platform, the most interesting one to be used for the pilotings was the “Interland” videogame, a fantasy world where children and teens can learn the basics of Internet security while having fun.

To implement this action, laptop or smartphones were necessary, but the resources needed to implement other activities depend on the chosen activity. Internet access is needed to consult the platform.

### **Is there any evidence of success?**

It was very well-received because of its mechanics where children can score more points as they beat the different enemies in the game (such as hackers) or as they perform positive actions (such as spreading kindness). The graphics are also very endearing, using cartoon-like avatars that can travel from an island to another to discover the opportunities and the threats of the web.

# Slovenia: INTER-KULTURO & Osnovna šola Rudolfa Maistra Šentilj (I)

## Best practice on the use of online learning platforms and online learning environments

Name: Portal Učim.se

### Describe the best practice and a reference for consultation (website, social networks, etc.):

The portal for primary school children Učim.se (I am learning) is a tool for strengthening schools' online learning material. In a fun and playful way children can train all school subjects in a safe online environment. They depart on a treasure hunt with the pirate parrot Nande and collect gold coins with every correct answer. The portal features learning material from class 1 to class 9 and can be unlocked either by purchasing the "Nande" workbook or by directly buying access.

Učim.se: <https://www.ucimse.com/promo/nalogeigre>

### In which way is this good practice innovative (if so)?

It is a very rounded approach. The pirate parrot Nande is the main character in school workbooks from Mladinska knjiga and also the main character in the online portal. There are also many supporting books, practice sheets, videos etc. all featuring Nande.

### In which way is this good practice effective?

Children are motivated to learn with Nande and further strengthen their knowledge online. The learning material covered on the portal completes the workbooks' learning material.

### In which way is this good practice replicable? Has this good practice potential of being of inspiration in the framework of the SOPHIE project?

All teachers in Slovenia can use the portal as part of their work. By purchasing the workbooks, children can unlock different stages of the pirate journey. This good practice enters totally in the framework of the SOPHIE project by being playful and multimedial, creating links between the virtual and face-to-face worlds of children.

### In which context was the good practice developed?

The portal was developed by the publishing house Mladinska knjiga, who is one of the major workbook providers in Slovenia.

### What resources were needed for the implementation?

Children need a PC and an internet connection.

To access the online portal Učim.se, users need to buy a workbook with the code, or can buy access to the online portal separately.

### Is there any evidence of success?

It has received the Comenius EduMedia award and is very popular among children in Slovenia.

## Slovenia: INTER-KULTURO & Osnovna šola Rudolfa Maistra Šentilj (II)

### Best practice on the use of online learning platforms and online learning environments

**Name:** deutsch.info

#### Describe the best practice and a reference for consultation (website, social networks, etc.):

Deutsch.info is a portal for learning German. It is an online learning environment for self-learners and can be also used in schools. It has a special section dedicated to teachers and it includes materials for learners with dyslexia. There are also sections dedicated to vocational training.

It supports learners in multi-channel and multi sensory learning, it has in-built dictionaries in over 20 languages and helps learners to track their development and success. There are also several accompanying apps to support learning in different environments.

#### In which way is this good practice innovative (if so)?

It is a free online portal for self learners developed with the help of experts in the field of online learning. It offers complete lessons from language levels A1-B2, without interruptions, advertising or links to other websites.

#### In which way is this good practice effective?

It motivates learners as it offers different levels of entry, different channels for learning, different media and also the possibility to connect with the learning community. It includes texts, exercises, videos, audio files, games and apps. It is motivating, fun and safe.

#### In which way is this good practice sustainable?

The portal is free for users and is online and updated for over 10 years.

#### In which way is this good practice replicable? Has this good practice potential of being of inspiration in the framework of the SOPHIE project?

All German teachers can use this portal to enrich their lessons with effective, motivating and safe digital content. The portal is available in 28 languages.

#### In which context was the good practice developed?

The portal deutsch.info has been developed during several Erasmus+ projects.

#### What resources were needed for the implementation?

The users need a PC and a connection to the internet.

#### Is there any evidence of success?

There are over half a million registered users learning on the portal which is indirect proof of the effectiveness of the tool.





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