



# **‘Like father, like son’ - Parental education and Augmented Reality to prevent bullying among children**

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## **PR1: Syllabus**

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## Introduction to the Syllabus

Parenting style and practices could make a difference in whether a child becomes aggressive, bullied, victimized or not. Family relationships build child's expectations about how relationships in general should feel, what helps relationships to work well, and how to constructively manage the problems that arise in interpersonal relationships. Although parents cannot completely control what difficulties children will face, they can exert some influence over the paths they take and how they respond and react to social situations.

Considering the risk factors in the family environment, rejective and distant parenting style is related with the child's low self-esteem and aggressive reactions. Violent parents who chose physical punishments are also linked with the child's hostile behavior. In this way, caregivers who have history of bullying may reflect their conflicts in their parenting style. Thus, parents' lack of affection and empathy, lack of rules and limits, and physical or psychological violence are considered risk factors for aggressors. On the other hand, overprotective caregivers could reinforce children's or adolescents' introversion, a fact which may make them vulnerable to plenty of situations.

The purpose of this Syllabus is to present the training program of the European Project 'Like father, like Son' aims to support families become more aware of the issues around bullying, and through the use of an AR game to provide resources for promoting prevention.

### Unit 1 “Introduction to bullying”

What is bullying? How is it possible to recognize it? Is it a crime? Bullying is not a new phenomenon, but many parents continue to have difficulty dealing with it. This unit provides a theoretical introduction to the topic of bullying, with the aim of giving learners the tools to recognize and handle it. The entire module is designed with a hands-on approach, with the aim of providing parents with insights and operational tools that they can deploy with their children, both from a preventive and intervention perspective. The theoretical information that will be provided is also to be read from this perspective: a theoretical background that can strengthen parents' skills and provide the basis for more informed behaviors and choices.

#### Learning Objectives

Each parent will be able to understand and evaluate the dynamics behind an act of bullying and frame it in the relevant legislation of his country

Each parent will be able to recognise and analyse the signs that his child is involved in bullying

Each parent will be able to reflect on how to create a family environment that prevents the emergence of bullying in his children

### Unit structure

Subunit	Estimated study duration
Definitions	20'
Legal framework	15'
Risk factors	20'
Impact on children	15'

#### Subunit 1: “Definitions”

This subunit will present in detail the different characteristics that must exist in order to be able to identify a bullying phenomenon, starting with the most internationally accepted definitions in the scientific literature. This is the starting point to provide the learner with the tools to assess whether a child is involved in an isolated incident or in a real act of bullying. This is followed by a focus on the different types of bullying. Finally, the subunit will analyse the different roles that can be assumed according to Group Process theory.

#### Subunit 2: “Legal framework”

This subunit will provide general information on legislation on bullying and cyberbullying at the level of the European Union and the countries involved in this project (Croatia, Greece, Cyprus, Spain and Italy), emphasising similarities and differences between the different contexts. In order to help the learners understand what actions they can take in defence of their children or what legal risks their children may face, their rights and their responsibilities. The content will be practical and based on real examples.

#### Subunit 3: “Risk factors”

The third subunit will be focused on the risk factors for being involved in bullying, both as a victim or perpetrator. We will consider the main risk factors, with a special focus on those related to the family environment. Research shows very clearly the centrality of the family educational model in preventing or encouraging the emergence of bullying phenomena. This is why we will look in detail and in a practical way at both the family behaviours that may constitute a risk and, above all, the strategies that families can put in place to support their children and mitigate the risks.

#### Subunit 4: “Impact on children”

This last subunit is dedicated to the impact of bullying on children. First of all, there will be a focus on the warning signs that children involved in bullying may show. This is to provide learners with the tools to recognise them, so that they can intervene at an early stage. In a second step, the focus will be on the

long-term consequences of bullying, i.e. the distress it can cause even in adulthood for both the victim and perpetrator.

## Unit 2 “Cyberbullying”

“Technology is a tool. How we choose to use these tools, the ethical choices we as human societies make along the way, will define us.” In the modern digitalized world, the internet offers countless of opportunities and new ways to keep people connected. However, the same technology can be used to cause harm. This unit aims to provide an overview of the cyberbullying phenomenon, and to increase learner’s awareness in order to be better prepared to protect their children from such threads.

### Learning Objectives

- To be able to identify the differences between Cyberbullying and Bullying.
- To understand key theories and concepts around the issue of cyberbullying.
- To be aware of the legal framework and challenges in relation to cyberbullying.
- To be able to define the various forms of cyberbullying and the impact of cyberbullying on children’s health and wellbeing.

### Unit structure

Subunit	Estimated study duration
Introduction to Cyberbullying	10’
Theoretical Analysis of Cyberbullying	15’
Cyberbullying and the Law	15’
Types and Forms of Cyberbullying	15’
Impact of Cyberbullying	15’

### Subunit 1: “Introduction to Cyberbullying”

The first subunit aims to set the basis of this learning unit by providing a general introduction to the phenomenon of cyberbullying by drawing on the differences between bullying and cyberbullying, and the challenges rise with the involvement of the technology.

### **Subunit 2: “Theoretical Analysis of Cyberbullying”**

This subunit will draw on existing theories which aim to provide insights on the reasons behind cyberbullying incidents. Specifically, Routine-Activity theory and Group Process theory will be explored and applied in the study of this phenomenon.

### **Subunit 3: “Cyberbullying and the Law”**

Is cyberbullying a crime? Should the children who bullied others should go to the prison? This topic aims to offer an analysis of the challenges in relation to cyberbullying and the law, whilst at the same time offers an overview of the existing legal situation in the countries participating in the LFLS project.

### **Subunit 4: “Types and Forms of Cyberbullying”**

Cyberbullying is an ‘umbrella’ term, which covers different types and forms. Through this subunit the learner will have the opportunity to learn more about the different faces of cyberbullying, and explore each type through various scenarios and case studies.

### **Subunit 5: “Impact of Cyberbullying”**

The last subunit will focus on the impact of cyberbullying on the victim, in terms of physical, emotional and behavioral effects. This will also target learners’ ability to be able to identify the different signs related to cyberbullying victimization.

## **Unit 3 “Prevention of Bullying Incidents”**

Prevention has to be considered key in the fight against scholar bullying. Acknowledging the symptoms and getting to act to eradicate the problem at its roots can be succeeded through a series of parental skills that, if accompanied by proper knowledge of the issue and a set of attitudes, can determine the solution to present and future bullying incidents for the own children.

This unit is meant to make parents familiar with the consequences and the risks of their children's online presence, concerning their personal data and consent. Also, this unit explains the importance of developing empathy, resilience, and self-esteem in children in the context of preventing bullying incidents. For this purpose, the unit, therefore, covers practical tips for parents in supporting their children in this process and leading them by example, especially when it comes for them to get in touch with someone or something "different".

### **Learning Objectives**

- To provide parents with a set of skills to prevent bullying and cyberbullying, and knowledge about the digital footprint, the child online consent limits and related risks.
- To understand key theories and concepts of empathy, respect, self-esteem and resilience in children, and being able to identify the characteristics of high and low self-esteem and resilience in children.
- To be able to cultivate empathy and respect in children using different tools.
- To be able to encourage healthy levels of self-esteem and resilience in children by using different techniques and leading by example.

### Unit structure

Subunit	Estimated study duration
Media Literacy Skills for Parents – online risks and personal data	20'
Cultivating Empathy and Respect – diversity	20'
Resilience and Self-esteem – Support children to cope with challenging situations	20'

#### **Subunit 1: “Media Literacy Skills for Parents – online risks and personal data”**

The subunit provides a series of parental skills to face the online threats that degenerate into bullying through an overview of the digital footprint, the risks related to that, and insights into how to prevent the dangerous permanence of sensitive information on the Internet. Moreover, the unit treats the topic of parental control on children's digital activity and online consent. Overall, the subunit will contain tips for parents to prevent bullying situations.

#### **Subunit 2: “Cultivating Empathy and Respect – diversity”**

This subunit explains the important role empathy and respect play in a child’s socio-emotional development and the prevention of bullying among children. This part of the unit also covers practical tips for parents to support their children in this process and lead them by example.

The subunit moreover answers the question of why children may be acting disrespectfully and how to react when they are disrespectful, so as to provide an insight into the perception of diversity.

### **Subunit 3: “Resilience and Self-esteem – Support children to cope with challenging situations”**

This subunit explains the importance of developing self-esteem and resilience in children and the effects of high and low self-esteem and resilience in children. It also provides parents with a number of suggestions on how to help build their child’s self-esteem and resilience through different methods such as mindfulness. Therefore, the subunit offers insight into how parents should work on setting clear and appropriate expectations, giving the freedom to make mistakes to their child, while offering reasonable amounts of help and a feeling of reasonable control over their life, reinforcing that the child is lovable and capable, showing the child a positive view of themselves and how to embrace unpleasant feelings.

## **Unit “4 Intervention on Bullying Incidents”**

Taking into account the impact of parenting style and the severe consequences of bullying for victims, bullies, but also caregivers, parental education is essential for the prevention of bullying incidents. In this unit, ways to start a discussion on sensitive topics will be presented and useful tips to support children who are either victimized or express aggressive behaviors will be given.

### **Learning Objectives**

At the end of this module, a parent will be able to:

- Initiate a discussion on sensitive topics and help her/his child to express her/his difficulties and feelings
- Give specific tips and advice to support her/his child who is victim of bullying
- Give particular tips and advice to support her/his aggressive child who bullies others

### **Unit structure**

Subunit	Estimated study duration
Initiating a discussion on sensitive topics	20’

Tips to support a child who is a victim of bullying	15'
Tips to support a child who bullies others	15'

### **Subunit 1: “Initiating a discussion on sensitive topics”**

Taking into consideration that parents themselves experience discomfort in situations where their child is either bullied or have expressed hostility, they have to face **their own discomfort**, before starting a difficult conversation with their child. Creating a **safe environment** for the discussion, without panic or criticism, is also essential in order to facilitate communication between them and their child. In this way, the child will trust them and will externalize his/her deeper thoughts and emotions.

### **Subunit 2: “Tips and advice to support a child who is a victim of bullying”**

Parental role in bullying incidents concerns both prevention and intervention. For the **prevention** of bullying parents should nurture a positive family climate, teach emotional and interpersonal skills and cultivate their relationship with their children and the school environment

### **Subunit 3: “Tips and advice to support a child who bullied others”**

As previously mentioned, rejective and distant parenting style is related with the child’s hostile reactions. Violent parents who chose physical punishments over dialogue are also linked with the child’s aggressive behavior. In this way, caregivers who have history of bullying may reflect their conflicts in their parenting style. This means that a child who bullies others, may have experienced hostility in his/her family or other context. For this reason, attention should be paid to the creation of a warm, safe, and accepting family environment.