



“Like father, like son’ - Parental education and Augmented Reality to prevent bullying among children”

PR1: Interview Report Spain

Developed by:



Table of content

<u>INTRODUCTION.....</u>	<u>3</u>
<u>METHODOLOGY</u>	<u>3</u>
<u>RESULTS FROM INTERVIEW</u>	<u>4</u>
1. ASSESSMENT OF KNOWLEDGE REGARDING THE PHENOMENON.....	4
2. ASSESSMENT OF PERSONAL EXPERIENCE WITH THE PHENOMENON	7
3. ASSESSMENT OF NEEDS REGARDING THE ABILITY TO DEAL WITH BULLYING	8
4. ASSESSMENT OF NEEDS REGARDING TRAINING PARTICIPATION	10
5. ASSESSMENT OF TOOLS AND RESOURCES NEEDED	11
<u>CONCLUSIONS AND RECOMMENDATIONS.....</u>	<u>13</u>
<u>REFERENCES.....</u>	<u>16</u>
<u>ANNEXES</u>	<u>17</u>

Introduction

Like father like son aims to create an augmented reality tool as a prevention resource for families. To this end, in the second phase of PR1, a series of interviews are carried out to serve as a method of data collection. In this way, the validity of the actions and decisions taken can be guaranteed. In the attempt to know better about the national bullying situation in Spain, it has been difficult to find data and information about the bullying part, especially about the consequences. Parents of bullies are even less aware of the victims', limiting the research. Possible unreported cases must be considered a research limitation too. For this reason, the interviews have also served as a means of gaining a better understanding of the reality of the current situation.

Methodology

There were 15 parents with children between 10 and 15 years old, and the questions focused on their knowledge of the situation, as well as their stories and experiences that could be used to develop internal guidelines for the project. Participants were provided with comfortable, facilitated spaces and were properly informed about confidentiality and data protection guarantees.

They also provided information about resources and materials that they either use or would like to use. From this data, it could be possible to create a general of what the final product should look like to be effective. In fact, related to the resource, they also talk about the aesthetics of the augmented reality game, as well as the dynamics that they believe can work and attract children's attention.

As for the interview, it is a series of semi-structured questions, differentiated by sections that start from general knowledge about the situation, to the experiences lived or known about them.

And finally, the section specifically dedicated to obtaining information to establish the

characteristics of the game. Interviews were conducted individually and lasted a maximum of 40 minutes.

The following is a summary and conclusion of each of the responses obtained by question and section.

Results from Interview

1. Assessment of knowledge regarding the phenomenon

- What do you think are the most common reasons for bullying (concerning the perpetrator or the victim?)

Bully: result of the bully's own weakness, who wants to appear stronger by exercising a kind of "power" and "control" over the bullied emotional state, who is usually the person who seems more vulnerable on the outside, some the bully can release some anger on, and repress some self-esteem issue (5 responses).

Several interviewed parents think that the bully's behavior is usually due to violent or aggressive fathers and/or mothers. Also, it is commonly thought that reasons to bully are the upbringing children receive in their families and the family environment. Absence of values, limits and rules can lead to children's need for attention, and they often do this by extorting it from other children (5 responses). For example:

The other day an 8-year-old boy called another girl a lesbian. It seems to me that a child so young who uses the term in that way is perhaps because he or she has heard it. It makes me very sad that children still use concepts in a negative way as if it were twenty years ago. Something is going wrong.

In some cases (3 responses), some parents believe that the cultural and economic background are important, not necessarily in relation to being richer or poorer, but influencing that sense of superiority that feed the bully.

Some parents, instead, do not find any relevant reasons for bullies to do what they do. They think they do not intend that, since their perception of bullying is like playing a game, something funny to do with peers (4 responses). Nevertheless, also this reason is perceived from parents as an indicator that bullies do not know how to manage their frustration feelings, lacking healthy relationships in their closer environment.

Victim: reasons lie in the different contexts, more or less healthy, from which children derive.

The victim profile is intended from parents as that of a good, shy, uncomprehend, insecure and weak child, who don't know how to stop the situation, so the child keep it quiet (5 responses).

It turns out that, one of the reason a victim is bullied comes from the way he/she dresses (especially if out of fashion), so reprisals arise due to pure stereotypes (2 responses).

Physical aspect, due to overweight, disability, lack of better looking are the most common reasons to become a bullies' target. Also, detected difference from other students because of property of language, being smarter, having better grades, or being a person recognized by teachers as good, and that become target of those who do not obtain such recognition (3 responses).

- **What do you think are the most important factors in combating and preventing bullying?**

Dialogue and education seem to be the key to parents for them to combat and prevent bullying, especially when it comes to investigate the root of such behaviours, whether the children are a victim or the aggressor (2 responses).

Children are "mirrors of their parents" and often reproduce the behaviour and ways of being and living of their parents. Everything comes from personal experience. It is necessary to educate in respect, tolerance, diversity as enriching for the child's own personality, and equality among peers (3 responses).

For that, raise awareness among parents it is a start: at home, more than in every other context is where children see possible dangerous behaviours as normal, as simple as looking a parent laughing on someone.

School is also considered as an environment where bullying should be prevented by educating in values: special observation by teachers and other people working in an educational establishment is fundamental (3 responses). That is why, communication between school and families should be fluid at all times and boosted by a custom to inform and train both institutions, in order to accompany the children and detect possible needs or problems.

School and families should upbringing children to common limits and shared solidarity values among children, making them understand that these things happen, but it is always possible to react being assertive and empathetic, knowing both perspective of victim and bully, to help them understand their emotions and manage those, for examples, starting from fighting stereotypes (5 responses).

Set limits also in the usage of technology, in order to know how to defend themselves from people with not such good intentions should be part of the bullying prevention. In other words, training children on having a respectful atmosphere around themselves, as well as training the families to make that happen is considered extremely relevant in bullying combating, with a little help from school, as the main society scenario for the adults to be (2 responses).

- **From your experience, what is the impact of bullying on children and the signs of bullying?**

Making a premise that the effect of bullying in childhood and early adulthood are permanent, all the interviewed parents have a certain acknowledgement of the physical and psychological traumas that can derive from this phenomenon. As bullying influences all aspects of the victims' life, starting with the school environment, their performance in their studies, and continuing with their friendships and family relationships, it has been relevant to group out the several consequences of bullying as follows.

Physically, the victim usually present bruises, develop abdominal pain and nausea, experience trouble in sleeping.

Emotionally, the victim appears having an insecure, sad, threatened, angry, hostile, withdrawn attitude towards others. Moreover, mood swings, passing from two extremes of being very active to be totally passive, experiencing fears and sudden crying are also very common signs of suffering from abusive behaviours.

Parents and educators seem to detect symptoms of bullying when their children and students suddenly become quieter, avoid peers by isolating themselves, even express the need of absenting from school or in extracurricular activities with peers. This quick change of interest and motivation, in more extreme cases leads to stress, arising problems with member of the own family, changing from being the bullied to be the bully, and, in the worse situations, to mental disorders and suicidal behaviours.

2. Assessment of personal experience with the phenomenon

- Has your child ever been directly or indirectly involved in any bullying incident (as a victim/ perpetrator /bystander)?
- Do you have knowledge of any bullying incident at your child's school?
- How was it handled?

12 parents out of 15 interviewed affirmed having children who have been involved in a bullying accident. Of those 12 cases described during the interviews, 10 of those directly involved the interviewed parents' children as victims, while the rest as spectators or victims that became bullies at a certain point (3 responses).

It seems that all the described cases are related to group dynamics among peers, where the weaker is isolated (4 responses) or cyberbullied – there is this one case about a daughter that has been out a WhatsApp group -, while, as related from the interviewed parents the bully takes advantage of the victim by locking him/her in some places, or picking on him/her for his/her physical condition of overweight (2 responses), or for being dark skin.

The way most of the parents describing such incidents were managing those situations was by dialoguing with their own children, when they admitted being victims, and, then with the teachers and professors, especially when their children were the bullies. In every case, communication with the educational centers has been key, and in a par of cases this haven't brought to anything – in this one described case, the parent was invited from the school to bring the daughter to another school as a solution -.

Finally, some parents and teachers brought the bystanders to confront themselves, into a dialogue, trying to make both parts understanding each-others point of view (2 responses).

3. Assessment of needs regarding the ability to deal with bullying

- What would you do if your child reported being bullied?

Informing the educational centers and community of what is happening is believed to be the right way of handling the own children reporting being bullied (8 responses). Dialogue with the own children first and seeking for explanations in teachers and children peers follows. Still, founding a solution is a priority for the parents who weren't present now their children have been bullied. For that reason, among all the involved parties, some parents think that the bully's parents should be involved too, so as for them to acknowledge that something is happened to their own son/daughter, and act consequentially (2 responses). Only one responding parent would have involved the police.

Contemporary to the dialogue and the investigation of the truth, there is the emotional management of the bullied child: a parent, on their own opinion, should be able to calm his/her son/daughter down, reassure him/her, and invite the child to not be paying attention to any kind

of insult received. On this purpose, and when the level of trauma is high, parents should address a specialist.

- **What would you do if your child started bullying other children?**

Once again, dialogue with the own child seem to represent the first aid kit for parents to help their bully children. More specifically, talking to them to understand the root of such aggressive and threatening behaviours – especially when it comes to be a yell for attention (3 responses) -, followed by a good empathy lesson that would lead their children to apologies and "put himself/herself in those children's shoes" has been affirmed the most shared opinion among the interviewed parents (7 responses).

Some parents would take this kind of situation as a big failure in the upbringing of their children, as well as the most immediate way several interviewed parents seem to react to knowing their own child to be a bully is by punishing him/her, by depriving them of things and customs they like the most, in order to make them feel a little closer to the upsetting situation lived by the child they were picking on (3 responses).

Also, some parent underlined the relevance in making the own child acknowledge the importance of knowing someone expressing himself/herself at him/her best, with no judgement. With some positive reinforcement, the parent should encourage the bully child to be respectful and to be able to talk about the happened with his/her surrounding people, to feel sorry and make amend for his/her misbehaviour.

- **How would you advise your child to act in case they witnessed bullying behavior?**

Talking and reporting the witnessed bullying behaviors to an adult, may it be a parent or a teacher, seems to be the shared solution among the interviewed parents (8 responses). Not hiding violent and abusive behaviors is a recommendation shared inside several families, as a preventing measure to protect minors, especially when the bully is taking advantage of his/her victim through multimedia channels, such as social networks.

A great number of parents would suggest their child to defend the weaker part, stand up for the victim, to help and transmit the bully some of their interiorized values of respect and empathy (7 responses). These behaviors, on some parent's opinion, would help their children to learn when to step up for themselves and for the others, and so develop a own personality of theirs that no one can judge or laugh on (2 responses).

4. Assessment of needs regarding training participation

- **Have you participated in any training for combating and preventing bullying?**

In this section, families are asked about the existence of any training offered to prevent bullying.

As a general average, families claim not to have participated in training to prevent bullying. In the case of those who have received some kind of indication, it came from the parents' association. There are also some cases in which they take this question back to the training received by their children, mentioning talks and workshops by the police.

- **What would you expect to learn from bullying combating and prevention training?**

In this section, families are asked about their needs in terms of training, the answers are mainly directed towards issues such as teaching methods for identifying risk situations. In other words, for children to be able to discern between what is right and what is wrong, learning to set limits.

To this end, they express interest in knowing the behaviors and indicators that may pose a risk, either from the role of the victim or aggressor. Also, a guideline or something related to know how to proceed when faced with such situations.

Another important aspect is the emotional area. Families are concerned about this aspect and want to have tools for emotional management with their children. In this way, it is possible not only to deal with the situation from the victim's side, but also to address the focus of the children who perpetrate these acts. They stress that it is important to consider the family context and to know how to deal with certain circumstances.

Cybersecurity is also mentioned, as it seems that these situations are transferred to the social network space from a certain age. Interest or concern is expressed in issues such as knowing how to protect minors and achieving a balance between giving them their space and freedom without leaving protection aside, as it is difficult to know with whom they are interacting and in what way.

5. Assessment of tools and resources needed

- **Are you aware of any tools that you can use to educate your child about the phenomenon?**

In this section, 7 of the 15 respondents stated that they did not know of any specific tool. In the case of those who do know or use tool resources such as books, stories that teach values, and above all, communication is mentioned as the main axis, the use of dialogue to encourage critical thinking.

In fact, the use of cinema resources is also mentioned. After watching short films or movies, the families answer the questions asked by the children. Above all, they emphasize that it is important to find material that catches their attention and does not bore them, because if they feel that they are receiving a lecture, they switch off.

- **What resources would help you and your child learn more about combating and preventing bullying incidents? (Specify some resources)**

Some of the resources that they consider could help them to work on prevention with children include games, didactic applications, specific training, workshops for parents, and educational videos.

The idea of using assemblies or channels to improve communication between families is also proposed, to facilitate dialogue, share experiences and create a support network.

- **What graphic environment would you like to see in an AR Game? Would you prefer a more serious or more childlike environment?**

The responses about the graphical environment they would like are generally focused on the combination of scenarios, which can be adapted according to age. Above all, they highlight that it could be of interest to create a role-playing or simulation-type game where children can create a character, build their own space, and interact in different situations that they may encounter in their daily lives.

They point out that it could be beneficial and eye-catching if it had interactive and dynamic elements, with different types of sound and music, and the option to change the style or even mute it at certain times.

They also mention that perhaps a realistic and not childish look would be better. Perhaps that way it would attract their attention more.

- **What kind of games do you like play with your children?**

Among the games mentioned are the following:

- Parchís
- Treasure trail
- Dixit
- Four in a row
- Card games
- Symbolic game
- Who is who
- Operation
- One
- Checkers
- Monopoly
- LEGO
- Puzzle games
- Rummikub

- Challenges
- About words like scrabble
- Cooperative games
- Role-playing games in general
- Relaxing 'games

Conclusions and recommendations

As can be seen in the national report The study by Oliveira et al (2015) shows that a percentage 18.6% of the causes of bullying are related to body image or appearance, 16.2% to facial appearance, 6.8% to race or colour, followed by 2.9% to sexual orientation, 2.5% to religion and finally 1.7% to region of origin. However, it indicates that the remaining 51.2% did not identify the reason for the harassment. During the interviews, some of these situations were encountered, either through cultural, gender or identity factors.

Around 98% of people have first-hand or close knowledge of bullying. In all the interviews, they provided some information or existing situation about this phenomenon. Among the greatest concerns expressed by families is the lack of resources and communication between families and school, and the lack of knowledge about how to act appropriately in situations of this type.

In general, they are interested in knowing how to identify risk factors, both from the role of the victim and the aggressor, as well as having effective resources available that they can use to manage this type of circumstance.

The main method used to deal with the issue with the children is communication, i.e., through dialogue. However, it seems that there comes a time when they do not manage to get their attention.

About the responses obtained in relation to the augmented reality game, the responses in general are directed towards some common characteristics, which are as follows:

They would like to be generally focused on the combination of scenarios, which can be adapted according to age. Above all, they highlight that it could be of interest to create a role-playing or simulation-type game where children can create a character, build their own space, and interact in different situations that they may encounter in their daily lives. They point out that it could be beneficial and eye-catching if it had interactive and dynamic elements, with different types of sound and music, and the option to change the style or even mute it at certain times. They also mention that perhaps a realistic and not childish look would be better. Perhaps that way it would attract their attention more.

The main findings are summarised below:

- Common reasons for bullying
 - Victim role: people described by the interviewees as "**good people**", with personality traits that are **quiet, shy**, and even highlight that sometimes these are **children who do not follow "the common patterns"**, who have different interests and do not follow the dynamics of the majority.
 - Aggressor role: Here there are different opinions, **ranging from contextual factors**, i.e., children **who have problem in the family nucleus**, to children who for reasons of self-esteem try to stand out or feel they are superior. In general, they comment that they try to **cover up their own "weaknesses"**.
- Factor to combating bullying
 - Focusing on aspects such as **social and cultural values**, and above all the responses related to **emotional education**; knowing how to identify and manage emotions. Some of the people interviewed highlighted a common pattern: **children's difficulty in managing frustration**.
- Impact of bullying:
 - Parents and educators seem to detect symptoms of bullying when their children and students suddenly **become quieter**, avoid peers by isolating themselves, even **express the need of absencing** from school or in extracurricular activities

with peers. This quick **change of interest and motivation**, in more extreme cases **leads to stress**, arising problems with member of the own family, changing from being the bullied to be the bully, and, in the worse situations, to mental **disorders and suicidal behaviors**.

- Combating and prevention training
 - They express interest in knowing the behaviors and indicators that may pose a risk, either from the role of the victim or aggressor. A guideline or something related to know **how to proceed** when faced with such situations. Another important aspect is the **emotional area**, they talked about the emotional education needs. **Cybersecurity** is also mentioned, as it seems that these situations are transferred to the social network space from a certain age.
- Main resources used
 - **Books**, and stories that teach values, and above all, **communication** is mentioned as the main axis, **the use of dialogue** to encourage **critical thinking**. In fact, the **use of cinema** resources is also mentioned. After watching short films or movies, the families answer the questions asked by the children.
- Answers related to the augmented reality game
 - The purpose was a combination of realistic scenarios, which can be adapted according to age. They highlight that it could be of interest to create a **role-playing** or **simulation-type** game **where children can create a character, build their own space** and interact in different situations that they may encounter in their daily lives. The game could have **interactive and dynamic elements**, with different types of sound and music, and the option to change the style or even mute it at certain times.

References

- Oliveira, W., Silva, M., Mello, F., Porto, D., Yoshinaga, A., y Malta, D. (2015). Causas del bullying: resultados de la Investigación Nacional de la Salud del Escolar. *Revista Latino-Americana de Enfermagem*, 23(2), 275–282. <https://doi.org/10.1590/0104-1169.0022.2552>
- Ortega, R. (2018). *Acoso entre iguales (bullying) y familia: La parentalidad positiva como factor de protección*.

ANNEXES

Interview Questions

1. Assessment of knowledge regarding the phenomenon

- Are you aware of the most common reasons for bullying (concerning the perpetrator or the victim)?
- What are the most important factors in combating and preventing bullying?
- Are you aware of the impact of bullying on children and the signs of bullying?

2. Assessment of personal experience with the phenomenon

- Has your child ever been directly or indirectly involved in any bullying incident (as a victim/perpetrator /bystander)?
- Do you have knowledge of any bullying incident at your child's school?
- How was it handled?

3. Assessment of needs regarding the ability to deal with bullying

- What would you do if your child reported being bullied?
- What would you do if your child started bullying other children?
- How would you advise your child to act, in case they witnessed bullying behavior?

4. Assessment of needs regarding training participation

- Have you participated in any training for combating and preventing bullying?
- What would you expect to learn from a bullying combating and prevention training?

5. Assessment of tools and resources needed

- Are you aware of any tools that that you can use to educate your child about the phenomenon?
- What resources would help you and your child learn more about combating and preventing bullying incidents? (Specify some resources)
- What graphic environment would you like to see in an AR Game? Would you prefer a more serious or more childlike environment?
- What kind of games do you like play with your children?