



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

**Guidelines on how to initiate a discussion with a series of
gameful chat sessions**

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1. Introduction to the project

Background

The “Like father, like son” project idea started forming during one of the previous Erasmus+ projects when the need to start talking openly about child violence and other key concepts for their children's growth. When conducting research, and what is even more important, it was found that the schools do not provide enough information on topics that could lead to violence.

UNESCO's publication “*Behind the numbers: ending school violence and bullying*” of 2019 stated that “Children who are perceived to be ‘different’ in any way are more at risk of bullying. Key factors include: not conforming to gender norms, physical appearance, race, nationality or colour”. The same publication reported that both school and family environments could reduce abusive behaviour of children, as both perpetrators and/or victims. And more than from schools, literature about psychology reveals a certain relationship between parenting and child aggressive behaviour: the parent–child link is the key for accepting the adult that child will be in the future.

To lack of authority and good communication flows usually correspond bullying behaviours or victimization ones. Children do not misbehave when felt monitored and understood by their parents: the parent-son conflict, in fact, could negatively influence the child's self-esteem and induce bullying, either for a child to become a bully or to be bullied. Sometimes, parents do not even believe that bullying is a fact, that this is happening (1 out of 5 parents believe so according to the results of a Spanish study in 2017), and that this is something the child should deal with his/her peers.

Main objectives

For all of the previously stated issues (but also for many more related to bullying behaviours) that are a part of our everyday private, educational and professional life, the project aimed at the following:

- designing an educational framework based on the parents' learning needs, so as for parents' associations, adult training centres, parents' schools to be able to shape training paths on bullying and cyberbullying;
- providing partner organizations with skills and educational offers that allow them to contribute to the training of parents and the reduction of bullying and cyberbullying;
- designing training materials for parents following the non-formal education approach, that better suits their need for lifelong learning;
- promoting a right digital literacy among parents and their children that includes the application of the AR game and the acknowledgement of diversity-related concepts for both targets.

Project results

To support the accomplishment of previously listed main objectives of the project, the project consortium envisioned the production of three project results (within the related implemented activities). The results that were produced were the following:

- Like Father, Like Son Overview on Bullying
- The father learning material and the son AR Game
- Gameful chat sessions and guidelines on project results

All project results are explained into more detail in the next section of this document (which is also a part of the the PR3).

2. Introduction to the guidelines

This project results, this document is not only an addition to other project results, but also an added value to the whole project. It consists of an overview of the whole project and it serves also as one place where you can find information and, in a way, direct yourself towards other results, to the place where you need to be at the moment.

It should not be used as a standalone result but should be an addition to the use of learning materials and/or AR game, but also consulting the project result 1 – overview on bullying. One should first consult the theoretical part given in the learning material and after that, once you are sure you covered your topics of interest and found out what there is to be found out about bullying, cyberbullying, prevention and intervention – and consider yourself ready - move on to the AR game and the gameful chat sessions thus directly engaging and initiating conversations with children.

This project result can be your first and your last stop when consulting the results of this project :

- First as to get yourself introduced with the project and get acquainted with the results
- To be able to choose your path that best suits your current and actual needs
- And as the last stop, if you went through all of the materials/results produced as expected, to initiate discussions/conversations and start engaging with your children.

The whole project aims, consequentially, to raise awareness and start talking more about different, in a certain way neglected and marginalized topics that are, more often than not, the root causes of bullying (as well as cyberbullying). These guidelines help you better understand the whole concept of the project and give you additional support and detailed guidelines on how to initiate conversations on harsh topics with your children. It also gives you a set of activities that you can try out, depending on your current situation and needs as well as the needs of your children.

3. Overview of the project results

What is most important to mention as an introduction to the project results is the fact that all project results built on each other and every project result served as a base, as an experience, as knowledge to take into the production of the next one.

It's also important to introduce that the project results were produced in cooperation with relevant experts from within and outside of the partnership as they were the subject of the peer review process, but more importantly, in cooperation with the parents.

Parents themselves were included since the start of the project when the project consortium identified their needs which served as a basis for the next steps and the production of project result 2. Parents were also taking part in the Learning, teaching, training activity (LTTA) in Monza, Italy where they (with the professional guidance of the educators/trainers) went through the learning materials and AR game, step by step.

One of the most important events of involving parents, along with the pilot testing of the project results in each of the partnership countries, is the co-creation session for the project result 3, which took place at the LTTA. It's further explained later on.

3.1. PR 1 – Overview on bullying

With the implementation of the first project result “Like Father, Like Son Overview on Bullying”, partners aimed at creating an educational framework for preventing bullying addressed to parents of children between 10 and 15 years old, as well as to schools and parents' associations enabling them to plan their training. Through the three phases on which the result was made, project partners:

- Outlined the nature and the causes of bullying in children in every participating country, through the investigative method and desk research that allowed a detailed analysis of previously detected needs -school children violence, digital negligence by the children's parents, lack of resources for parents to explain key diversity concepts - by every partner organization. A list of 20 stakeholders accompanied the comparative report, based on each country's national desk research.

- Partners interviewed 10 parents of children between 10 and 15 years old per country on their knowledge about bullying, ICTs and Apps used by their children and methods adopted to have serious talks with their children. This way they traced the learning needs of parents regarding diversity acceptance and bullying prevention.
- Established the syllabus of learning material adjusted to the reality of bullying and cyberbullying, the learning style of the target group and the feedback that parents' schools, parents' associations and adult education centres gave to reduce this overwhelming problem.
- Promoted the developed activities and results with parents to arouse their interest in the following project results, and transform them into the ambassadors of the Erasmus+ activism and values, to be transmitted to their children.

3.2. PR 2 – The father learning material and the son AR Game

The second project result is a constituted by two different and yet complementary outcomes that have their foundation on PR1 – “Like Father, Like Son Overview on Bullying”. In fact, from the findings of such report, the project consortium designed and developed both “The Father Learning Material” and “The Son AR Game”. The first is a European non-formal training on parental skills, which in 4 units, treats the following topic, with hands-on advice for parents:

- Introduction to bullying: definitions, legal framework, risks factors, impact on children;
- Cyberbullying: introduction, theoretical analysis, the law, types, forms and impact;
- Prevention of bullying incidents: media literacy skills, including online useful behaviours, working with empathy, respect, diversity, self-esteem and resilience;
- Intervention on bullying incidents: initiating a discussion on sensitive topics, tips to support a child who is a victim of bullying or a bully.

Through this content, the parent, the guardian or the educator of children aged between 10 and 15 years old, will be provided with competences on several aspects of the phenomenon of bullying, especially getting familiar with physical and psychological symptoms of abusive situations when intervene adequately is key.

As for prevention, apart from the related learning material unit, the project consortium worked on an augmented reality game, addressed to children between 10 and 15 years old, to be played with their parents or guardians. The AR game is a digital tool that set abusive scenarios and possible resolutions for those, aiming at prevent bullying incidents from one of the main causes of bullying itself: the usage of technology and digital devices. The game follows the same topics division of the learning materials, so as to cover every feature of bullying, and support the parent in its attempt to introduce, for instance, cyberbullying consequences among others.

PR2 – “The Father Learning Material” and “The Son AR Game” have been first implemented and tested with parents and educators from the “Like father, like son” project countries during a training activity held in Monza from the 29th of May to the 2nd of June 2023, when both outcomes were evaluated and ameliorated based on the informed project target group first-hand feedback.

3.3. PR 3 – Gameful chat sessions and guidelines on project results

This project is set up in a way where each project result builds on the previous one as well as it is based on it. And that is why the third, as the last project result, is the most comprehensive one that includes a bit of ‘both worlds’ of this project. It is a series of guidelines with the aim of supporting parents with the following:

- *application of the concepts learned through the learning material and an AR game to a parent-child chat*
- *initiating conversations on difficult topics thus bringing them closer to children and making it easier to absorb and understand*
- *step by step installation and use of an AR game that parents can play with their children*

One of the most important dimensions of this result is that it is partly a product of a co-creation session with parents and educators that took place at the LTTA (Learning, teaching, training activity) in Monza, where 13 people gathered to test out the project result and, in this case, start creating the last piece of the puzzle.

This was the basis of the result that went on to inspire various topics and related proposed activities for parents and children.

The result consists of **two key** parts :

- a short *overview* of the project results and *guidelines* on how to use them with the focus on an AR game
- a series of *gameful chat sessions* covering different harsh topics

The chat sessions explore the following topics : cultural diversity, disability, mental health, gender identity and sexuality, violence and abuse and sharing information online.

4. Discussing Taboos and Controversial Issues – Guidelines for Parents

Discussing controversial issues with your child won't always feel easy. It is normal for parents to not know where to begin or your child might not seem invested on the conversation. Initiating such discussions requires a thoughtful and age-appropriate approach, and they are key for them to develop better understanding of world and make informed decisions.

Here are some general guidelines on how to prepare yourself for such discussions:

- **Reflect on your own values and knowledge on the given topic** – be critical about your own values, and be open to explore the given topic before engaging in any conversation.
- **Consider their age and developmental level** – tailor your conversation and approach to the child's age and developmental stage. Use language and concepts they can comprehend and relate to.
- **Know when to pause** – if the child shows signs of being upset or overwhelmed, it is okay to pause and revisit when they are ready.

Always remember that every child is different, and the approach should be adapted to their unique personality and needs. The goal is to create an environment of trust and openness where they can feel comfortable discussing sensitive topics with you.

4.1. How to initiate a conversation

Use the SECURE acronym to initiate a safe and helpful conversation with your child:

1. **S**tat Safe
2. **E**stablish a goal
3. **C**reate a partnership
4. **U**se Open Ended-Questions
5. **R**ecognize them
6. **E**mpathize and Accept

Start Safe

Find a quiet and safe physical space where you both feel comfortable talking openly.

Establish a Goal

Set the standard that this conversation is non-judgemental and without any punishment – and that the child can share freely their thoughts and experiences.

Create a Partnership

Make sure to let them know that you are on the same team! To start the discussion you can use stories, media or an experience you shared – this can make the conversation more relatable and less intimidating.

Use Open-Ended Questions

Asking open-ended questions encourage them to share their thoughts and feelings, this can also help you to explore pre-existing understanding of the topic. Moreover, presenting with a dilemma and empowering them with choices can help them develop their critical thinking skills and decision-making.

Recognize them

Use active listening to show that you are genuinely interested in their perspective. If your child reveals something personal and vulnerable, thank them for sharing.

Empathize and Accept

Remind your child that you love them and that you are there to support them.

4.2. Gameful chat sessions

In these next couple of sections, you're going to get familiar with some of the ways on how you can talk/chat with your children about some harsh topics. You will see that it's not just about the chat as much as it is about setting the environment, setting the mood, choosing the appropriate moment and being creative – that's what all these activities are for.

As stated before, these sessions started out as a co-creation of project partners together with participants of the Learning, teaching, training activity (LTTA) which were parents and most of them at the same time professionals (such as educators, psychologists, etc.).

There, the topics that are most often closely related and can influence the bullying if not understood properly, were identified. Six topics were identified and for all of them we provide some general tips as well as activities/chat sessions that you can use to introduce these topics to your children. At the

beginning of every chapter, you will find the suggested units from our learning material where you can potentially find some more, detailed information about the topic in question.

4.2.1. Sharing information online

The content of these sessions is related to:

- **Unit 2: Cyberbullying** (2.3 “Cyberbullying and the law”, 2.4 “Types and forms of cyberbullying)
- **Unit 3: Prevention of Bullying Incidents** (3.1 “Media Literacy Skills for Parents – online risks and personal data”)
- **Unit 4: Intervention in Bullying Incidents** (4.1. “Initiating a discussion on sensitive topics”)

Learning aims

- Establish the habit of having an ongoing, respectful discussion about how we all use the Internet and social media
- Promote aware use of the internet and social media and prevent accidents
- Develop critical sense of what is found and shared on the Internet

General tips for parents

Talk early and often: talk with children from an early age make it easier to maintain a good communication.

Before introducing these topics, try to reflect on your own behaviors. How do you use the Internet and social media? What example do you set for your child? This can be a starting point for discussion.

It is important that your child feels comfortable, so try to listen to him/her and create a welcoming, nonjudgmental atmosphere. Ask open-ended questions. Do not insist if he/she does not feel like talking.

When they start talking, hold off with questions and listen patiently.

Young people often avoid telling a parent that they have a problem on social media because they are afraid that their parents will take away their phone or their social media account. So, it is better not to threaten to do so, but rather to make it clear that you are there to help but that to help you need to clarify the situation.

The important thing is for your child to talk to someone if he or she has done wrong. Try not to get angry or overreact. The goal is to reason together about how to remove problematic content and correct any damage caused.

The most important topics to be addressed

- Online reputation: understand the concept of digital footprint, that may last forever; thinking before posting
- Critical thinking: be critical about what can be found online
- Personal safety: keeping info private on devices and apps they use with privacy settings; reflect on what we share

Chat Sessions

1) Best of the NET

Start from sharing with your child what you both like about internet. Start from your opinion and your use of internet, this will allow a common ground to be defined on which to exchange views. You can ask questions like:

- What are our favourite apps or sites?
- Why do you like it or you don't?
- How do you use it?

Comment the differences, be curious toward his/her world. It is important that the tone of the discussion is positive, that we do not talk about the Internet in the first place as a dangerous place. This perception can be fostered by questions that seek to create sharing between you and your child, such as:

- What are the coolest sites and apps among your friends?
- What we can enjoy together online in our family time? Do you have any suggestion?

After that, you can try to go into a little more detail, to see what use your child makes of social media and whether he or she is also aware of the risks of the Internet, asking for example:

- What do you look for into these apps or sites?
- What do you share on it?
- Are you in contact with your friends or also with unknown people?
- What are your privacy settings?

From his/her answers you can give him/her useful advice, using our teaching units, our AR game and other recommended resources.

In the end of this session, you can fill together this “online safety family agreement”, provided by NSPCC, a British charity working on child protection: https://www.nspcc.org.uk/globalassets/documents/online-safety/online-safety---downloadable-resources/cso_familyagreement_interactive_jan2022.pdf. Here you can note down what you each agree too. Make sure your agreement works for each member of the family and you all understand that online behavior may need to change to stick to the agreement.

2) Fake or real?

One of the risks children run in using the Internet is reposting fake news without thinking. It is important for parents to work to ensure that their child has access to reliable information, so that they can:

- Have a balanced view of the world around them
- Have informed discussions about issues they are passionate about
- Form a realistic view of different aspects of society
- Express themselves online taking into account other points of view.

To talk about this topic, you can start with any fake news found on social media. You can ask your child what he or she thinks about it, whether it seems like real news and why. You can find a guide on what kind of suggestion you can give him/her in our learning materials, but they can be summarized as follows:

- READ IT: don't settle for the title! Read the whole story
- CHECK IT: what is the source? Can you find it even on a reputable site? Are there typos or content errors in the text? Is it promoted or paid content?
- WAIT: wait before sharing.

It is important that discussion of what is found online is constant throughout the family. You can try to make recognizing fake news a challenge, perhaps by offering a small prize for each fake news story your child finds in his/her social media.

Like Father Like Son AR game provide a game session on this topic. We also suggest the online game “find the fake”, which is developed to be played as a family (parents versus children) to recognize fake news. It is available for free here: <https://www.internetmatters.org/issues/fake-news-and-misinformation-advice-hub/find-the-fake/>

3) Sexting or not

The term "sexting" is used to describe the sending and receiving of sexually explicit photos, messages and video clips via text message, e-mail or by posting them on social networks.

Adolescents may send pictures and messages to their friends, partners or even strangers they meet online.

Sexting includes:

- being partly or completely naked, or in underwear
- posing in a sexual position
- sending ‘nudes’
- talking about sexual behaviors you’re doing or want to do
- showing sexual behaviors on a live stream

It is difficult for a parent to introduce this topic. You can start from videos that are already online, such as:

Video 1: <https://www.youtube.com/watch?v=MHaueuBDsLO> , a video showing how sexting can end up differently than you imagined;

Video 2: <https://www.youtube.com/watch?v=RWxAimnKupE> a video helping to understand sexting consequences.

After showing these videos, you can start stressing the idea that even if someone sends you a nude or sexual message, it’s not okay to share it without their permission. Try to explain to your child that if he/she wants to ask for a nude, it’s important to think about

- how the other person will feel
- does the other person agree? is there consensus?
- how old you both are, because it’s against the law to ask someone who’s under 18 to send this type of content

- whether it will put pressure on the other person
- what might happen if you do
- and lastly, how you would feel in their position.

This last question gives you a chance to change perspective and start talking about what to do if you've sent a nude and you're worried about what might happen. These are the main suggestions you can give:

- ask for message to be deleted
- don't reply to threats
- talk to someone you trust
- report what's happened.

You can also ask your child if he/she knows someone who had this kind of accidents, or start from news reports on this subject.

On this issue, it is especially important that your child does not feel judged and that you do not expect him/her to share his/her opinion or personal experiences. The goal is for him/her to listen to your advice and know how to deal with it if he/she has a problem.

Supporting materials

- Childline: site of a British organization working with kids under 19 and managing a helpline. The site also contains useful resources: <https://www.childline.org.uk/>
- Internetmatters: a platform created by some big international media to provide resources to parents and teachers to help them to manage kid's digital life - <https://www.internetmatters.org>
- In particular, this series of webinar on different relevant topics are suggested: https://www.internetmatters.org/digital-matters/modules/?user_type=parent
- NSPCC: a British charity working in the field of child protection. They have set up a "online safety family agreement" that can be filled together with your child.

Resources

1. Innocenti, U.O. of R. (no date) Growing Up in a Connected World: Understanding Children’s Risks and Opportunities in a Digital Age. Available at: <https://www.unicef-irc.org/growing-up-connected>.
2. Protecting Your Child’s Digital Footprint in the Age of IoT (no date). Available at: <https://www.safespace.qa/en/topic/protecting-your-child%E2%80%99s-digital-footprint-age-iot>.
3. American Psychological Association, 2021. *How to talk to children about difficult news*. [Online] Available at: <https://www.apa.org/topics/journalism-facts/talking-children>
4. Cingel, D. P. et al., 2021. Parent Sensitive Topic Understanding, Communication Comfort, and Parent-Adolescent Conversation Following Exposure to 13 Reasons Why: A Comparison of Parents from Four Countries. *Journal of Child and Family Studies*.
5. Childline, Sexting and sending nudes: <https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/>

4.2.2. Mental health

The content of these sessions is related to:

- **Unit 3: Prevention of Bullying Incidents** (3.2. “Cultivating Empathy and Respect – diversity”, 3.3. “Resilience and Self-esteem – Support children to cope with challenging situations”) and
- **Unit 4: Intervention in Bullying Incidents** (4.1. “Initiating a discussion on sensitive topics”, 4.2. “Tips and Advice to support a child who is a victim of bullying”) of the Like father like son learning material.

Learning aims

To address the importance of:

- building self-esteem and resilience in children
- cultivating empathy in children

- teaching children ways of self-regulation and dealing with difficult emotions

To promote:

- values of empathy and respect in children
- talking about mental health and its importance with children
- not shying away from discussing difficult topics with children

And to provide parents with specific skills and tools that will help them open up different topics regarding mental health and build meaningful connection with their children.

These sessions are to be used alongside the AR game, as an additional resource for parents to spark conversation with their children about topics that may seem difficult to talk about. They provide concrete examples of activities and tips on how to do so.

General tips for parents

Before starting a conversation with their children about mental health, parents are advised to **plan their thoughts ahead**. This means that it could be wise to think about what they want to say since some beforehand planning can make the discussion easier and give confidence to the parents to lead the conversation. Parents are advised to **initiate a discussion of such nature in a quiet time for them and their child**. A moment like this could perhaps be after dinner or while preparing lunch for the next day.

The place is also a crucial element since the conversation should take place **somewhere with no further distractions**, e.g. home. In any case, the crucial element of time and place is that your children are the sole centre of your attention while you are having this discussion (American Psychological Association, 2021). One possible way to initiate such a discussion with the child could be to use a phrase like *“let’s sit down to talk about it because I want to hear your thoughts”* (LiveWithoutBullying.com, n.d.).

Another way to start this conversation is to use some kind of excuse to introduce the topic in your dialogue e.g. a post from social media, an article or a film referring to the topic could give the opportunity parents to initiate the discussion (Cingel, et al., 2021). Parents should not be afraid to **share their feelings with**

their children. This way, children can acknowledge them but they can also realize that despite their parents are upset, they can pull themselves together and overcome difficulties (American Psychological Association, 2021).

Be truthful. It is recommended for parents lay out the facts at a level understandable by their children, without underestimating their children's worries and without proceeding to promises that are difficult to keep. If parents feel uncertain about something, it is possible to answer that they do not know, while reassuring the child/adolescent that you will not ignore it (LiveWithoutBullying.com, n.d.).

Throughout this sensitive discussion, parents should at all times **adopt a calm stance** as this could be a reassuring factor for the child. Additionally, it is imperative for parents to:

- ✓ **listen carefully to what children and adolescents have to say**
- ✓ **avoid a judgmental tone, threats and labels**

Chat sessions

The first and most important thing you should do is **create a positive, safe environment**. Create an environment in which children feel comfortable and are not afraid to be judged, shamed or blamed.

1) Building resilience and self-esteem

An important part of working toward resilience is self-care. Be a role model and show your child how to properly take care of themselves. Help them create more time to eat properly, exercise, and get sufficient amount of sleep.

- Teach them some **mindfulness techniques** – these help to build confidence, cope with stress and relate to uncomfortable or challenging moments. There are number of positive outcomes with using this method such as: self-control, compassion, ability to resolve conflict, overall well-being, decreased levels of stress, depression, anxiety, disruptive behaviour... (Mindful.org). A great example is this **gratitude practice**:

Ask your child: *“Do you ever feel disappointed by something or someone?”*

Ask: *“How did that make you feel?”*

Acknowledge their feelings and, if appropriate, talk about them.

Say something like: *“I bet even when you’re feeling disappointed there are good things happening in your life, too. Let’s name three good things together.”*

Tips for naming three good things:

Remind your child that the point of this game isn’t to pretend they’re not upset when they feel upset. It’s to remember that they can feel two things at once: they can feel grateful for good things while feeling sad, hurt, or disappointed by challenges. If children or teens have trouble thinking of three good things on their own, brainstorm and help them discover some. When kids understand that this game is not about sweeping their feelings under the rug, the phrase “three good things” can become a playful and humorous response to the minor gripes that show up in family life. Parents can encourage kids to remind them to name Three Good Things when they’re stuck on a trivial disappointment or minor annoyance, too. To develop a habit of thankfulness, play Three Good Things around the dinner table, before bedtime, and at other times when the family is together.

- Teach them how to **set realistic goals**. Teach children to set first of all, realistic goals, and then help them on the way of achieving them, as this will help them focus on specific tasks and move forward in the face of challenges.

Ask questions like:

“What’s something you wish you could achieve?”

“What’s a challenge you would feel very proud to overcome?”

“What would you do if you knew you couldn’t fail?”

Help your child brainstorm ONE major goal that they would like to achieve this year. Make sure the goal is specific, measurable, and trackable. For instance, avoid vague goals like, *“I’ll pay more attention in class this year.”* There’s no clear way to know when or if this goal has been achieved. Here are examples of measurable goals which are much more effective:

“I’ll take daily notes this year and review them each week.”

“I’ll score ten points higher in math this year.”

Your child needs to be able to recognize their progress toward their goal, so be sure it’s something specific and measurable.

2) Cultivating empathy in children

Adults tend to feel greater empathy for an individual when they perceive the individual to be similar to them. They also find it easier to empathize with someone who is familiar.

- To help children appreciate our diverse world, **redirect their intolerant behaviour**. If you witness your child acting or speaking out in judgment of diverse groups, speak with them about it. Talk about why it is important to treat everyone with kindness and equality. **Discuss current events at an age-appropriate level** with help from resources.

Ask open-ended questions and listen without judgment. Encourage your child to keep asking questions by expressing your values for diversity and inclusion without shutting down the conversation.

For example:

- *“Tell me about the girl in your class who is being mocked. Why do you think those kids are mocking her?”*
- *“How do you think the girl feels when others are saying those things about her?”*
- *“How can you help a person who is feeling left out or sad?”*

Acknowledge differences. Kids notice them, so there’s no need to pretend they don’t exist. Emphasize the positive aspects of differences and be honest about the ways people are mistreated for their differences (gender, sexual orientation, race etc.).

If your child is being rude or disrespectful, do not ignore it. Be clear and firm in making it clear to them that certain behaviours will not be tolerated. For example, if you are speaking to your neighbour and your child keeps interrupting your conversation, tell them to give you some time and that you will be available once you finish your conversation. This helps them understand that interrupting conversations is rude, and that instead of ignoring them you are simply asking them to wait until you can address their needs.

3) Dealing with difficult emotions

Provide children with the support they need to develop **strong self-regulation skills**. Children will feel supported to develop self-regulation skills by parents practicing “positive parenting” — a sensitive, responsive approach to child-rearing that makes kids feel secure.

→ The goal is to **empathize with children, offer them affection and support, and create situations that make it easier for kids to behave cooperatively and constructively**. We want kids to regulate themselves from the inside. And studies suggest that kids are more likely to develop an internal sense of right and wrong if their parents use inductive discipline — an approach that emphasizes rational explanations and moral consequences, not arbitrary rules and heavy-handed punishments.

When children get overwhelmed by emotions, there are some calm down strategies parents can teach them to soothe and calm themselves.

To teach your children to breathe deeply when they're upset, practice when they're happy. Take about 10 minutes a few times a week to practice blowing out the candles on the pretend (or real) cake. Notice how, when the children want to blow all the candles out, they naturally take a very long inhale. Then, when the situation calls for it, remind your kids to “blow the birthday cake candles out” before they do anything else.

You can also teach them other calm down strategies such as removing themselves from the situation by walking to their room, counting backwards from 10 to 1, pushing against a wall or squeezing a pillow, taking a break and drinking a glass of water. Try thinking of a sentence with your child that makes them relax and know that they are safe. For example, “*I got this*” or “*This will pass*” etc. This can be their mantra they can use as a calm down strategy by repeating it a few times in hard times.

Now, as all of these skills are modelled to children, let's talk about self-regulating your emotions. Have you ever spent extensive time after a heated argument fuming over things you should have said? You are not alone. For most people, it's hard to come up with the optimal response during intense emotional arousal. However, instead of berating yourself or feeling sorry for yourself, you can choose to learn and grow from your experience. Think of this step as your chance to break the cycle of knee-jerk reactions, and shape your future response. One surprisingly simple strategy is to visualize a happy ending to the situation that brought about that big emotion. One rule, though, is that you can't change other people or aspects of the external environment. The only thing you have control over is your own response. Imagine yourself handling the situation well and controlling that big emotion. What could you have done or said to bring that happy ending about? Write down specific actions and words that will help you get the ending you want: How do you want to feel? What do you want to say or cause to happen? If you scream at your children and decide that you want to be cool next time they fight, rehearse going through your specific steps in your mind. This way, that conscious choice will be more readily available to you next time. Providing guidance to children should take place when they are calm. The most important first step of emotional regulation you can teach your children is to accept all emotions. You don't always like how you feel, but you can develop the courage to stay with whatever is. Don't try to control it. Run away from it. Or act on it. Just be with it. Once you have mastered this yourself, you can start teaching it to your children the same way.

Supporting materials

- <https://www.mindful.org/mindfulness-for-kids/#activities>
- <https://biglifejournal.com/blogs/blog/key-strategies-teach-children-empathy>
- <https://mcc.gse.harvard.edu/resources-for-families/5-tips-cultivating-empathy>
- <https://parentingscience.com/empathy-in-children-and-teens>

Resources

1. American Psychological Association, 2021. How to talk to children about difficult news. [Online]
Available at: <https://www.apa.org/topics/journalism-facts/talking-children>

2. Cingel, D. P. et al., 2021. Parent Sensitive Topic Understanding, Communication Comfort, and Parent-Adolescent Conversation Following Exposure to 13 Reasons Why: A Comparison of Parents from Four Countries. *Journal of Child and Family Studies*.
3. LiveWithoutBullying.com, n.d. LiveWithoutBullying.com. [Online] Available at: <https://livewithoutbullying.com/en/home-en>

4.2.3. Cultural diversity

In the learning material in the sub-unit “Cultivating Empathy and Respect – Diversity”, the importance of teaching empathy to our children, as a key to building good relationships and therefore, as a key to preventing bullying was pointed out.

Reminding you the definition of empathy, it is the ability to understand and share the feelings of another person. It involves recognizing and comprehending the emotions that someone else is experiencing and being able to respond in a way that shows you understand and care. Therefore, empathy is an essential ability for children in order to be able to accept everything that is strange to them and welcome it, including foreign cultures and interacting with people with different racial and cultural characteristics than his/her.

It is not evident that the child will respond well in a multicultural environment unless she/he is already introduced to cultural diversity by his/her family environment. As a parent, you have the responsibility to transmit acceptance and respect for foreign cultures, however, approaching the topic of cultural diversity is not always so easy. Talking about multiculturalism, cultural diversity and racism can be challenging and parents can find themselves at a loss for words in front of their children. This is why, we are providing you with practical tips and resources that will help you start a discussion on cultural diversity.

Learning aims

- Have the confidence to discuss cultural diversity in an open and safe environment and encourage children to ask questions
- Teach what a stereotype is and how to challenge prejudiced opinions in your environment and media
- Feel comfortable in multicultural settings
- Teach not only to accept but also respect others' cultural differences
- Celebrate multiculturalism

General tips for parents

Tips for parents before starting a discussion on cultural diversity (UNICEF, 2022 & British Red Cross, 2020):

1. **Prepare and inform yourself:** If you have never experienced talking about cultural diversity or have not experienced racism yourself, you may be uncertain about how to talk about it. In order to be confident when talking about this topic with children, you should explore the issue yourself first.
2. **Put yourself in the shoes of the child:** Reflect on your own experiences when you were a child, but also take into account the differences of today's social environment.

Think about these questions:

- When did you first notice race as a child? How did you make sense of differences between people?
 - What confused you?
 - What childhood experiences did you have with people who were different from you in some way?
 - How, if ever, did an adult support you in thinking about cultural differences?
3. **Be prepared not to have all the answers to the questions your child has:** understanding multiculturalism is a learning journey for adults and children alike. You are not expected to know all the answers and you should not hide that from your child. Instead of giving rushed answers, answer genuinely that you don't know and need time to think about it.

4. **Speak openly and positively about cultural diversity:** if you don't discuss with your child about cultural differences, you leave him/her exposed to inaccurate and harmful cultural stereotypes spread by his/her close environment or by the media.
5. **Have regular discussions about multiculturalism:** take advantage of everyday moments to acknowledge how culture and race impact different people's experiences of life. It is important to recognise that systemic discrimination based on culture or race exists. It can be seen all around us, from beauty standards to the visibility and depiction of people in everyday society. It also affects the way people live, from the jobs they can get to their personal wellbeing and sense of safety.
6. **Use age-appropriate language:** adapt the language at your child's age and don't give him/her too much information at once. The conversation will get deeper and more nuanced as they get older.

Chat sessions

You can incorporate the topic of cultural diversity into different situations but also don't be afraid to talk about the topic directly. Children as young as 6 months recognise race and racial differences (Anderson & Dougé, 2020), so it's never too early to talk about race and racism too. Talking about racism regularly and on no special occasion is the first step towards making a positive social change.

1) Map the World!

1. Buy a big-sized paper world map and hang it on a wall in the child's room
2. Start mapping out the countries, the cultures, the attractions, the customs, and all other particularities that make the world such a fascinating place.
3. Don't see this as a one-time activity, but instead, turn it into a long-term project
4. Dedicate time to each continent and/or country to talk about its people, its culture, its language and its history.
5. Accompany the mapping activity with a movie, a book or even a song about that particular country, so that the child can have a more concrete knowledge of a country. Visual media such as photos, videos and movies are particularly helpful.

2) Go beyond school history textbooks

1. Once they go to school children start learning about the history of their country.
2. As a parent you often have to help your child with his/her study. Take advantage of this opportunity to talk about cultural diversity.
3. You can approach the following topics around national history that is being taught at schools:
 - a. The influence of foreign cultures in your culture
 - b. The role of foreign governments and people in important moments of your national history
 - c. Migration flows, not only of the foreign population to your home country but also of the national population to other countries
 - d. Globalisation and political, economic and cultural interdependence.
4. The teaching of history in schools is biased since it only represents the national perspective and thus, it can easily allure us into thinking we are in competition or against each other and lead us into adopting a negative attitude towards what is foreign.

3) Taste the culture!

1. Is there a better way to introduce a child to another culture than taking him/her out to eat at a foreign restaurant?
2. Choose authentic restaurants operated by foreigners, so that your kid can have an authentic experience of the foreign culture.
3. It is more likely that your child will have a lot of questions about the culture, the food, the different way of cooking or the different way the food is eaten (the tableware, the cooking utensils, eating on the floor, sharing or not the food etc). Thus, trying foreign food is a good opportunity in order to talk about cultural diversity.

4) Discuss the media together

1. Show interest in what your child is seeing and reading: movies, books, songs, news and trends on social media.
2. Ask them questions regarding what they are seeing or reading. For example:
 - ✓ What do you think about what you saw on TV/on the Internet?
 - ✓ What do you think about that actor/actress/singer/football player and the way he/she behaved at that event?
 - ✓ Do you agree with that statement of that actor/actress/singer/football player?

3. If your child likes a celebrity of foreign origin, it is an opportunity to talk about cultural diversity departing from his/her career and what he/she has achieved.
4. Similarly, if your child likes to watch a particular movie in which the main character belongs to a different ethnicity or culture than yours, it is an opportunity to discuss with him/her cultural diversity departing from the plot of the movie.

For example, the movie Finding Nemo (2003) portrays a diverse reef community in which different sea creatures with their own characteristics interact with each other and welcome different behaviours and disabilities, promoting this way diversity and inclusion. As a parent, you can ask:

- ✓ *Did you like the movie? Wait for your child's response to see if he/she noticed the topic of diversity approached by the movie.*
- ✓ *What did you think about Nemo's school and his friend? Wait again for his/her response.*
- ✓ *After his/her response you can approach more directly the topic of cultural diversity and make an analogy with his/her school. In the movie, we see that all kinds of fish go to the same school and Nemo is friends not only with other clown fish but also with a hippocampus and a turtle. It's like real life, isn't it? Every day you interact with people from different backgrounds, countries, cultures etc.*

5) Breaking down cultural stereotypes

1. Making generalisations and stereotypes about culture is very common and children can be exposed to them everywhere - when going to school or when watching television.
2. When hearing a cultural generalisation or stereotype, grab this opportunity to initiate a discussion on the topic – it doesn't need to be a serious one, but you should talk about it, as you shouldn't leave your child with the impression that this generalisation or stereotype is actually and always true.
3. A generalisation or a stereotype can be both positive and negative.
4. Generalisations are more flexible than stereotypes. Cultural generalizations do not apply to all individuals in a cultural group, allow for individual differences and help build cultural awareness, giving us a starting point from which to continue learning about others.

Generalisations:

- ✓ *"People from Country A tend to have an indirect style of communication."*

- ✓ *“People from Country B tend to be on time for their appointments.”*
 - ✓ *“People from Country C have a more individualistic mindset compared to people from Country D.”*
5. In contrast, cultural stereotypes do not allow for individual difference, interfere with efforts to understand others and may lead to prejudice and intentional or unintentional discrimination

Stereotypes:

- ✓ *“People from Country A are rude and do not speak much.”*
- ✓ *“People from Country B are good and warm hosts.”*
- ✓ *“Children from Country C are not very clever and do not do well at school.”*

Supporting materials

Reading material for parents to deepen their knowledge on cultural diversity:

- [Beyond the Golden Rule](#): A Parent’s Guide to Preventing and Responding to Prejudice
- New York Times [A Conversation on Race](#)
- [Country Reports](#): they deliver content regarding culture, language, religion, history, geography, economy, food, and more on each country of the world.
- National Museum of American History and Culture [Talking about Race](#)
- [The World’s Digital Library](#): equip yourself with materials about the world’s diverse cultures that you can use to teach your child about cultural diversity. These include historical documents including books, manuscripts, maps, newspapers, journals, prints and photographs, sound recordings, and films.

Digital cultural diversity games and activities for parents and children

- [Interactive Diversity Solutions](#): A platform designed to get people thinking about diversity and unconscious bias.
- [Molii of Denali](#): An adventure game through which kids learn about cultural diversity.
- National Geographic [Language Diversity Index](#): Use MapMaker Interactive to explore linguistic diversity across the globe today.
- National Geographic [Ethnic Diversity in Houston](#): Teach your child about the spread of diversity by looking at the population patterns in your city and beyond.

Educational video about cultural diversity for parents and children

- National geographic [Crossing Borders](#) : 4 videos exploring the power of cross-cultural friendships in confronting hurtful generalizations and stereotypes.
- National geographic [The Dialogue](#): three videos following students as they deepen their understanding of one another and their abilities to bridge cultural differences.

Movies about cultural diversity for parents and children

- [Akeela and the Bee \(2006\)](#)
- [Coco \(2017\)](#)
- [The Tale of the Princess Kaguya \(2013\)](#)
- [Wadjda \(2012\)](#)
- [Moana \(2016\)](#)
- [Monsters University \(2013\)](#)
- [Free To Be You And Me \(1974\)](#)
- [Finding Nemo \(2003\)](#)
- [Big Hero 6 \(2014\)](#)
- [Dancing in the Light: The Janet Collins Story \(2015\)](#)

Books about cultural diversity for parents and children

- [Betty Before X](#), by Darienne Stewart
- [Black Girl, White School!](#): Thriving, Surviving, and "No, You Can't Touch My Hair", by Barbara Saunders
- [Count Me In](#), by Nayanika Kapoor
- [How to Find What You're Not Looking For](#), by Veera Hinandadani
- [Other Words for Home](#), by Jasmine Warga
- [American Born Chinese](#), by Gene Luen Yang
- [The Hate U Give](#), by Angie Thomas

Resources

1. Anderson, A. & Dougé, J. (2020, June 25). *Talking to children about racial bias*. Healthy Children. Retrieved from: <https://www.healthychildren.org/English/healthy-living/emotional-wellness/Building-Resilience/Pages/Talking-to-Children-About-Racial-Bias.aspx>
2. UNICEF. (2020, July 2). Talking to your kids about racism. Retrieved from: <https://www.unicef.org/parenting/talking-to-your-kids-about-racism>
3. British Red Cross. (2020). Talking with children and young people about race and racism Retrieved from: <https://www.redcross.org.uk/get-involved/teaching-resources/talking-with-children-and-young-people-about-race-and-racism>
4. <https://www.learningforjustice.org/>
5. <https://www.common sense media.org/>
6. https://www.imdb.com/?ref =nv_home

4.2.4. Gender identity

When it comes to gender identity, ideas about what it means to be a girl or a boy are everywhere, and these ideas have a big influence on children. Most children begin to identify with a gender around the age of 3, including gender non-conforming individuals. As part of creating a more inclusive and accepting society, children/ youth should be taught to respect one another regardless of these differences. Research has shown that children whose expressions do not match what is expected from them based on their gender can be at a higher risk of bullying victimization. Talking about gender diversity can help children to understand better the social world around them, but also themselves and to treat everyone with kindness and respect.

This topic is related to Units 3 '*Prevention of Bullying Incidents*' and 4 '*Intervention on Bullying Incidents*' from the learning material developed.

Learning aims

- to be able to explain the differences between gender and biological sex
- to be able to better understand the gender diversity exists
- to be more accepting to diversity and to people with different gender identities from theirs
- to treat others with kindness and respect

General tips for parents

- **Reassess your own assumptions** – monitor and understand your own feelings before initiating any discussion, and do some research to learn more about the topic if you feel unsure.
- **Make it on Ongoing Conversation** – use everyday moments and invitations (i.e. something they saw at school or media) to question gender roles and discuss about this topic
- **Approach the conversation with curiosity and love**

Children of all ages should know that everyone is deserving of love and respect, regardless of how they identify. If you are unsure about something, offer your support to explore it together and open pathways for further communication.

Common Questions and Concerns

- **If you are talking about gender, aren't you discussing reproduction too?**

No, when we discuss gender, we talk about self-identity and expression such as clothing selection etc.

- **Won't discussing gender encourage my child to be transgender?**

It is not that simple, and various studies (Garey, Woodward and Enenbach, 2023) showed that parents cannot 'make' their child transgender, but only influence their acceptability to not fit into narrowly defined expectations. Not all kids who are questioning are upset about it, but LGBTQ+ kids are at higher risk for challenges like depression and anxiety, especially if they feel rejected by family or friends.

Chat sessions

1) Living Outside the 'Box'

- Initiate the activity by saying: 'We all have different things we like – colours, toys, games and so on. Let's think of a few things and decide whether is for girls, boys or both.'
- Share some ideas such as the colours pink and blue, a ball, a doll etc. and together with your child put them into categories.
- Reflect on their choices and conclude that 'colours/ toys are just colours/toys' and they do not have to be for boys or girls but for everyone.
- Other examples you can use might include:
'Girls should be caring, whilst men should be strong' – You can challenge this stereotype by using female superheroes such as Mulan, Wonder woman or real-life examples such as female athletes.

2) Outfits and Hairstyles (adopted from Gender Spectrum, 2015)

- Initiate the discussion by saying that together you will explore various outfits and hairstyles.
- Distribute the handouts [Which Outfit](#) and [Which Hairstyle](#).
- Tell your child to take a few minutes to colour the sheets, and then choose the hairstyles and outfits they like or make their own at the back.
- Reflect on their choices:
 - Why did you pick this?
 - What does this mean to you?
 - Do you think men can have long hair or women have short hair?
 - Is it okay for men to wear dresses?

Emphasize again the notion that things are just things, showing them for example men in Scotland or Cyprus wearing skirts as their traditional uniform.

3) Red: A Crayon's Story

- Use the following story developed by Michael Hall as the basis of your discussion '*Red, a crayon with a bright red label, who is in fact blue. Red's teacher, mother, and classmates all try to help him be red. But Red is miserable. He just can't be red, no matter how hard he tries! Finally, a brand-new friend offers a new perspective, and Red discovers what readers have known all along. He's blue!*'
- Use the link here to listen to the story and adjust it accordingly - <https://www.youtube.com/watch?v=LtWRZWp-QoA>
- Reflection Questions:
 - Why is Red sad?
 - Can someone be red on the outside but feel like blue on the inside?
 - Do you think that we can know everything about a person based on their appearance?

- Use this story to discuss the complexity of gender with your child, and let them know that how we feel inside is personal and unique to each of us, and this can be different from how we look on the outside. There is more to people than we can see!

Supporting materials

Materials for Personal Development

- Biological Sex and Gender Explained - <https://www.youtube.com/watch?v=Y19kYh6k7Is>
- Discussing Gender with Kids: Common Concerns and Questions - <https://www.aps.edu/equal-opportunity-services/documents/handouts/handoutDiscussingGenderwithKids.pdf>
- How to talk to your kids about gender identity? <https://www.youtube.com/watch?v=mnLXFRJiGDU&t=222s>

Useful Materials to Use with Children

- Handouts you can use for the second activity:
[Which Outfit](#) and [Which Hairstyle](#).
- Red: A Crayon's Story - <https://www.youtube.com/watch?v=LtWRZWp-QoA>
- A list of additional resources and tales for educators and parents to initiate discussions around gender identity: <https://welcomingschools.org/resources/lesson-plans-gender-identity-transgender-non-binary>

Resources

1. Burga, S. (2023) *How to talk to your kids about gender*, *Time*. Available at: <https://time.com/6284734/how-to-talk-to-kids-about-gender/> (Accessed: 28 July 2023).
2. Butler, J. (2009) *Undoing gender*. New York: Routledge.
3. Cosker-Rowland, R. (2023) 'Recent work on gender identity and gender', *Analysis* [Preprint]. doi:10.1093/analys/anad027.
4. Garey, J., Woodward, E. and Enenbach, M. (2023) How to support kids who are questioning, Child Mind Institute. Available at: <https://childmind.org/article/how-to-support-kids-who-are-questioning/> (Accessed: 20 July 2023).

4.2.5. Disability

The content of these sessions is related to the following units and subunits of “The Father learning materials”:

- **Unit 1: Introduction to Bullying** (1.1. “Definitions”)
- **Unit 3: Prevention of Bullying Incidents** (3.2. “Cultivating Empathy and Respect – diversity”, 3.3. “Resilience and Self-esteem – Support children to cope with challenging situations”)
- **Unit 4: Intervention in Bullying Incidents** (4.1. “Initiating a discussion on sensitive topics”).

Learning aims

- to address the topic of disability using the right terms
- to train respect and empathy, rather than pity
- to enhance tolerance in the vision of something different

General tips for parents

Introducing the topic of disability to 10-15 years old children can be approached with sensitivity, inclusivity, and age-appropriate language. Here are some tips on how to do so in 10 steps:

1. **Define Disability in Simple Terms:** start by defining what disability means in simple language that children can understand. Explain that it refers to a condition that may affect a person's body or mind in different ways, making certain tasks or activities more challenging.
2. **Highlight Commonality:** emphasize that disability is a natural part of human diversity, and it is something that can happen to anyone. It is essential to create an inclusive environment where everyone is respected and valued, regardless of their abilities.

3. **Use Empathetic Language:** encourage children to use empathetic language when discussing disability. Explain that using respectful words and phrases is important because it shows kindness and understanding towards others.
4. **Showcase Positive Examples:** share stories and examples of individuals with disabilities who have achieved great things and made significant contributions to society. Highlight their talents, strengths, and accomplishments to challenge stereotypes and inspire empathy.
5. **Promote Understanding of Different Disabilities:** discuss various types of disabilities, such as physical, sensory, intellectual, and learning disabilities (ADHD, dyslexia, dyscalculia, etc). Explain how each type may present unique challenges and strengths.
6. **Encourage Questions:** allow children to ask questions about disability openly. Answer their questions honestly and age-appropriately. Be prepared to address any misconceptions they might have, which can be the foundation of discrimination.
7. **Promote Inclusivity:** discuss the importance of creating an inclusive community where everyone feels accepted and appreciated for who they are. Encourage children to be supportive and understanding towards their peers with disabilities.
8. **Teach not to impose help:** transmit your children how to tell their disable peers that they are there for anything they might need, without imposing their help if unwanted. Many people with special needs are very independent, and feel different when something they can do is done by others without asking for it.
9. **Address Bullying and Stigma:** talk about the negative impact of bullying and the stigmatization of people with disabilities. Encourage children to stand up against any form of discrimination and be advocates for inclusivity.
10. **Involve Personal Experiences:** if you have personal experiences with disabilities or know someone who does that your children might know as well, consider sharing those experiences. Real-life stories can help children relate to the topic on a deeper level.

Remember, the goal is to create an environment where children feel comfortable and confident discussing disability, fostering understanding, empathy, and acceptance. Always be sensitive to individual needs and emotions, and tailor your approach accordingly.

Chat sessions

1) *Experiencing physical disabilities*

Simulating physical disabilities can be done through interactive activities that help children experience the challenges faced by individuals with physical disabilities. It's important to approach these activities with sensitivity and empathy, ensuring that they promote understanding and inclusivity. Here are some activities to help children understand physical disabilities:

- 1) **Wheelchair Obstacle Course:** set up an obstacle course using wheelchairs or wheelchair simulators. Have the children navigate the course, experiencing firsthand the challenges of handling a wheelchair and overcoming obstacles.
- 2) **Blindfolded Walk:** blindfold the children and guide them through a short walk, either indoors or outdoors. This activity helps them understand how individuals with visual impairments rely on other senses and mobility aids like canes or guide dogs to navigate their surroundings.
- 3) **One-Handed Tasks:** ask the children to perform everyday tasks using only one hand, such as eating, writing, or tying shoelaces. This activity can help them understand the challenges faced by individuals with upper limb disabilities.
- 4) **Deaf Communication Challenge:** use earplugs to simulate hearing impairment, and then engage the children in communication tasks using sign language or written notes. This exercise demonstrates the importance of effective communication and inclusivity.
- 5) **Sensory Simulation:** create sensory simulation stations where children can experience different sensory impairments, such as reduced vision, hearing loss, or decreased tactile sensitivity. These stations can provide insights into the challenges faced by people with sensory disabilities.

Throughout these activities, encourage open discussions with the children about their experiences and feelings. Discuss the challenges faced by individuals with physical disabilities and what the children can do help their disabled peers to overcome the difficulties of their condition. Emphasize that physical disabilities do not define a person's worth, and individuals with disabilities can lead fulfilling and accomplished lives.

2) Learning through dyslexia

Dyslexia is just one of the many learning disabilities educators and schools are addressing with the informed and rightful support in the last decades. This disability can be simulated through various activities that help them experience the challenges people with dyslexia face when reading and writing. However, it's essential to approach this simulation with sensitivity and ensure that it is done in a supportive and educational manner. Here are some activities that can help children understand dyslexia better:

- 1) **Jumbled Words:** provide the children with sentences or short paragraphs in which the letters are jumbled or scrambled. Ask them to read the sentences aloud or try to rearrange the letters to form coherent words. This exercise simulates the difficulty dyslexic individuals may experience when deciphering words.
- 2) **Mirror Writing:** have the children try to write words or sentences in mirror image (from right to left). This activity can help them understand the challenges some dyslexic individuals face when writing.
- 3) **Letter Reversals:** provide words or letters that are reversed (e.g., "b" instead of "d" or "p" instead of "q") and ask the children to identify the correct letter. Dyslexic individuals often struggle with letter and word reversals.
- 4) **Reading with Visual Stress:** use coloured overlays or glasses that simulate visual stress, which is often experienced by some individuals with dyslexia. Let the children attempt to read passages using these overlays or glasses to see how it affects their reading ability.
- 5) **Multi-Tasking Challenge:** ask the children to read a passage while simultaneously performing another task, such as solving a simple math problem. Dyslexic individuals may struggle with multitasking, and this activity can demonstrate the difficulties they face.

Remember, the goal of these activities is not to frustrate or embarrass the children but to foster empathy, understanding, and awareness about dyslexia. After each activity, have a discussion with the children to reflect on their experiences and the challenges they encountered. Use this opportunity to explain that dyslexia, just like other disabilities, is a learning difference and that individuals with dyslexia can excel in many other areas despite facing challenges with reading and writing.

3) Getting to know intellectual disabilities

Simulating intellectual disabilities requires utmost sensitivity and careful consideration. It is crucial to approach this topic with empathy and respect, keeping in mind that individuals with intellectual disabilities should not be treated as entertainment. The goal is to foster understanding and promote inclusivity among children. Here are some activities that can help children gain a better understanding of intellectual disabilities:

- 1) **Learning Challenges:** provide children with tasks that are slightly above their current abilities. Ensure the tasks are age-appropriate but challenging enough to simulate the frustration that individuals with intellectual disabilities may experience when learning new concepts.
- 2) **Communication Difficulties:** conduct an exercise where children communicate without using verbal language. They can rely on gestures, pictures, or simple drawings to convey their messages. This activity helps them understand the importance of alternative communication methods often used by individuals with intellectual disabilities.
- 3) **Processing Speed Challenge:** give the children a series of instructions quickly and ask them to follow them without any repetition. This can simulate the processing speed challenges experienced by individuals with intellectual disabilities.
- 4) **Adaptive Learning Tools:** introduce children to adaptive learning tools like visual schedules or communication boards used by individuals with intellectual disabilities. Explain how these tools help people with disabilities better understand information and navigate their daily routines.
- 5) **Sensory Processing:** create activities where children experience an overload of sensory input, such as bright lights, loud noises, or textured surfaces. Discuss how this relates to sensory processing challenges faced by some people with intellectual disabilities, such as children in the autistic spectrum.

Supporting materials

Movies:

- Rising Phoenix, history of the Paralympic Games (Netflix)
- Wonder, a film by Stephen Chbosky, history from the novel Wonder by R. J. Palacio

Books:

- "Don't Call Me Special: A First Look at Disability" by Pat Thomas
- "We'll Paint the Octopus Red" by Stephanie Stuve-Bodeen
- "My Brother Charlie" by Holly Robinson Peete and Ryan Elizabeth Peete

Resources

1. Disability and Health Overview | CDC. (2020, September 15). Centers for Disease Control and Prevention. [Online] Available at: <https://www.cdc.gov/ncbddd/disabilityandhealth/disability.html>
2. Types of learning disabilities – Learning Disabilities Association of America. (n.d.). [Online] Available at: <https://ldaamerica.org/types-of-learning-disabilities/>

4.2.6. Violence and sexual abuse

Discussing the topic of violence and abuse with elementary students can be a difficult task, but it is important to do so. Children need to know what violence and abuse are and, above all, how to identify and protect themselves.

Among the main ideas that must be transmitted to students we highlight:

- What is violence and abuse? Explains that violence is the use of physical or verbal force to cause harm. Abuse is the use of power to control or dominate another person.
- How many types of violence and abuse are there and how do they manifest? There are many different types of violence and abuse, including physical, emotional, sexual, and cyberbullying.
- How to identify violence and abuse? Children need to learn to identify the signs of violence and abuse. For example, if someone tells them that they cannot tell anyone what is happening, or if someone threatens to harm them.
- How to protect yourself from violence and abuse? Children need to learn to protect themselves from violence and abuse. For example, if someone makes you feel uncomfortable, you should tell a trusted adult.

It is important to remember that every child is different and what works for one child may not work for another. To do this, you have to adapt the message to the age and maturity of the children you are talking to. In addition, other tips must be taken into account when talking to children about this topic.

- Don't try to talk about this topic when children are tired, hungry, or stressed. Choose a time when you are calm and attentive.
- Don't use euphemisms or metaphors that may confuse children. Explains what violence and abuse is in a clear and simple way. Children may have difficult or uncomfortable questions, but it is important to answer them honestly and respectfully.
- Children learn best through concrete examples. Tell them stories or real cases of violence and abuse so that they better understand the concept.
- Let children know that there are people who can help them if they are experiencing violence or abuse. Explain how they can get help from parents, teachers, friends or support services.

Learning aims

- Identify the signs of abuse in its different types on a daily basis
- Recognize the signs of violence and abuse, and know how to ask for help if they need it.
- Develop a sense of self-esteem and self-confidence, and learn to respect themselves and others.

Chat sessions

1) Tell me a story

The activity consists of addressing the issue of sexual assaults in childhood, based on the video story.

In a relaxed and relaxed everyday environment, discuss the following ideas with your children and establish a conversation with them. Once they finish the conversation, the suggested video will complete the speech.

- Sexual abuse is when someone touches parts of your body without your permission.
- Abusers never deceive children with false promises.
- Everyone has to learn to protect himself or herself.
- Abusers are always unknown people.
- If we feel uncomfortable, we can try telling someone we trust.

Materials:

https://www.youtube.com/watch?v=UbtSJCw_lqw&ab_channel=NSPCC

Duration: 30 minutes

2) My trusted person

We will talk about the different ways people hurt each other and what we can do when this happens. Let us talk about how one person can hurt another (between siblings or cousins, between parents and children...) We ask the boys and girls what ways people hurt each other. We write down on a blackboard or on a mural what they tell us. It is likely that concepts such as: hitting, pushing, insulting, calling, harassing at school, on the Internet or via mobile phone will appear... Afterwards, we organize the different forms of abuse that have been reported into two large groups. Example:

- Actions that bother or hurt the body: hitting, pushing, pinching hard, sexually abusing...
- Actions that hurt emotions: yelling, insulting, ignoring, humiliating, leaving you alone at home or at school, letting your friends not talk to you, forcing you to do things that make you feel bad...

Thus, we will see that the things that bother us or harm the body surely also harm the emotions. They make us feel sad, insecure, angry, rejected...

Ask them:

- Has anyone ever hurt you? To the body? To emotions?
- Can we even hurt ourselves? As?
- Could it happen that someone around us could harm us, a friend, a family member, a teacher...?
If this were to happen, who could we explain it to?

Next, we are going to take some paper and colors and we are going to draw a person that I trust and we will write his name and the reasons why I do it: because he makes me laugh, because he takes care of me, because he listens to me, because he plays with me, because it protects me, etc. It will serve to reflect on trusted people. The idea is that they can keep the drawing and it serves as a reminder once the workshop is over. If they ever have any problems, they can ask.

Materials: Blank sheets and pencil, colors.

Duration: approx. 30 minutes

3) Good secret, bad secret

As is known, one of the strategies of abusers is to establish a pact of silence with the victim, appealing to respect or a threat; Breaking this dynamic is one way to end the situation. It is important to explain that there is also often a situation of bribery, in which the aggressor promises a gift to the victim in exchange for her silence.

To work on what is a good secret and what is a bad secret, we will ask the children to answer YES or NO as to whether the situation described in the following examples is a secret that should be kept:

- Your mother asks you not to tell your grandmother that she bought her a gift.
- A friend tells you that an older boy does nasty things to her.
- A neighbor offers you gifts in exchange for caresses.
- Your parents are preparing a surprise party for your older brother.
- A family member caresses an intimate part of your body when no one sees and asks you not to tell.
- Your older sister tells you that she has a boyfriend and asks you not to tell.

Once they know the difference between a good secret and a bad secret, they must together (parents and children) make a 6-vignette comic where they develop a story based on a good/bad secret. The first 5 vignettes will be the development of the story, and the last one where we know if the secret is good or bad. When they are finished, they will be displayed in the room to remind you daily.

Materials: Blank sheets and pencil, colors.

Duration: approx. 1 hour

Supporting materials

Stories, books and comics:

- "The Boy Who Didn't Know How to Cry" by Eva Furnari
- "The girl who didn't want to be a princess" by Irene Vasco
- "The Color Monster" by Anna Llenas
- "The Tale of the Moon" by Laura Gallego
- "The book of hugs" by Anna Llenas

Films:

- "A monster comes to see me" by Juan Antonio Bayona
- "Princess Mononoke" by Hayao Miyazaki
- "Spirited Away" by Hayao Miyazaki
- "The Story of Princess Kaguya" by Isao Takahata

Resources

1. Ministry of education and vocational training. (2022). Guide for the prevention of school violence and bullying. Madrid: ministry of education and vocational training.
2. World health organization. (2022). Violence against boys and girls. Geneva: world health organization.
3. UNICEF. (2022). Violence against children: a global problem. New York: UNICEF.

4.3. AR Game guide

Augmented reality (AR) enhances the physical world by adding digital elements to the smartphone creating the illusion that holographic digital content is part of the real world. Therefore, AR is used to 'scan' surroundings in real life, analyse those surroundings (for example, an image/place/location/etc.) and demonstrate relevant virtual content in the smartphone. Thus, looking at the screen, users will be able to see the real object and at the same time the information presented by the AR software, shown as an image/text/video/gif/3D model.

The current application of Like Father Like Son AR App will utilize a marker-based AR software to support teachers and students navigate through the content more easily. This means that real objects should be pre- defined together with the digital information to be provided, so that the camera can recognize them.

In this project, the real object of the game will be a printed A5-sized handbook (cookbook) that reveals chunks (small pieces) of information related to the project educational modules (5Ps). The content will derive from the Teacher's Handbook.

In order to play the Like Father Like Son AR Game you need to follow these simple steps:

1. Visit this page and create an account: <https://likefatherlikeson.lykio.com/login>
2. Then hit the download button and open the App.
3. Enter your log in details in the App and choose your avatar.
4. Open the Like Father Like Son Booklet, scan the images and **start playing!**

5. Conclusion

What you had the chance to go through is a comprehensive set of guidelines that rounds up the whole project and provides information about all project results. It's not envisioned to be used as a standalone result, but rather as an additional value to the project itself – to make sure not to miss a step, to know how to navigate the results and other materials, to be aware of what to expect when going through the project as a whole.

The efforts on this project result are also supported by the projects' main target group as well, that are the parents. It's based on the ideas taken from previous, successful projects where parents were also the ones that were suggesting such materials.

That's why, it's once again important to note, the parents had a big role in this result and this also serves as a thank you for anyone taking part, taking the time to either participate in the co-creation session or

the pilot testing and providing much needed feedback. Based on that feedback, the result was updated and concluded.

So, thank you to everyone in any way involved, you are the real spark and the real heroes on the road to bullying prevention.

To be included further make sure to pay us a visit at one of the following :

Website: <https://likefatherlikeson.eu/>

Facebook: <https://www.facebook.com/likefatherlikesoneu>

Instagram: https://www.instagram.com/likefatherlikeson_eu/

Stay connected !