

# Newsletter



## The second Transnational Project Meeting in Lisbon, Portugal

We have held the third meeting within the framework of the CB4PARENTS project, supported by the UK National Agency under the Erasmus+ Program. The Third Meeting which was held at Lusofona University in Lisboa, Portugal was face to face.



Partners from UK, Spain, Turkey, Slovenian and Portugal have gathered and took important decisions about the project. They have discussed about weaknesses and strengness of the project. Dissemination plan, Projects Management issues, Activities, Monthly meetings and Learning teaching training activities have been discussed with their different aspects. The partners have decided the logistic arrangements and training program of LTT which is going to be in Spain, Santander. 3 participants from each county will attend the activity and the participants will be trained about important aspects of Cyberbullying global topic.



# Children and Adolescents

## Understanding the infant-youth life stage

Human development is a complex and unique process prolonged throughout life, but what occurs during childhood and adolescence have a transcendental importance for the future life of the person and the social group to which s/he belongs. Concretely, adolescence, understood as the numerous developmental changes and learning experiences that occur during the transition from childhood to the attainment of adulthood is critical for learning autonomous behavior.

However, the general discourse about adolescence considers teens in terms of what they lacked compared to adults, conceiving adolescence as a time of " Sturm und Drang" (storm and stress), that is, a developmental stage characterized by emotional turmoil, risky behaviors and antisocial attitudes. In fact there are many stereotypes about teens and youths that are just that, stereotypes, because they have no scientific basis.

Despite the multiple problems that supposedly occur in the adolescence (e.g., drug and alcohol abuse, unsafe sex, school failure, delinquency, self-destructive behaviors,



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**Cyberbullying is bullying with the use of digital technologies. It can take place on social media, messaging platforms, gaming platforms and mobile phones. It is repeated behavior, aimed at scaring, angering or shaming those who are targeted. One in three young people in 30 countries said they have been a victim of online bullying**

etc.), the truth is school failure, delinquency, self-destructive behaviors, etc.), the truth is that most young people do not go through a problematic adolescence. It is also known that adolescents' positive development is related to the concept of developmental assets, in terms of the personal, family, school and community resources, taking into account that numerous environmental factors coexist, which are determining elements for well-being.

Children and adolescents must receive from an early age both a comprehensive education and quality care that helps them understand how the World works and how to function in it. Humans have basic needs since birth whose satisfaction is essential for a positive development therefore, they should be provided to all minors. Different groups of needs are described as follows attending to different areas of development:

**Physical needs:** related to security, growth and biological survival.

**Mental needs:** related to cognitive and linguistic development.

**Emotional needs:** related to emotional development, attachment and feeling loved.

**Social needs:** related to social development, peer relationships and participating in social groups.

When the needs are adequately covered, children and adolescents experience a set of evolutionary progress that leads them from dependency initial to progressive autonomy and active participation in their sociocultural group. To have a warm and safe environment, close ties with significant others, to be listened to and understood, and to have goals and values shared by the social environment help people from childhood to achieve positive development and consequently to act as responsible citizens.

The positive development model, assets are seen as resources that go beyond the prevention of problems and serve to promote healthy development. These assets, promotable from different contexts (family, school, etc.), are related to different areas:



social, moral, cognitive, emotional, and developing personal, in order to promote several competences: positive view of one's actions in specific areas, including academic and social skills (competence), an internal sense of overall positive self-worth and self-efficacy (confidence), positive links with people and institutions (school, family, etc.) based on two-way exchanges in which both parties contribute to the relationship (connection), respect for social and cultural norms, and possession of good standards of conduct, morality and integrity (character), a sense of empathy and sympathy for others (caring) and to self, family, community and to the institutions of a civil society (contribution). Well-being involves mutually influential relations between individuals and their contexts. Children and adolescents will be able to achieve healthy development and develop their full potential if they maintain certain positive relationships in their environment.

When there is a supportive environment for learning and development, children and adolescents are more likely to grow up as prosocial individuals. The ecological model helps to understand personal and social developments and in interpersonal contexts. In the bidirectional relationship between the individual and the environment, children and adolescents influence life situations, as well as being influenced by them. Development does not occur in a vacuum:

it is a joint function of the person and all levels of the environment. From this interactionist view, development is described as changes in the way in which people perceive and relate to their environment. As explained above, close adults and family are essential for a positive development and well-being. Family factors, such as family functioning, parenting styles and practices and parental attachment, are core variables for children and adolescents well-being and for preventing risk trajectories such as self-destructive patterns or aggressive behavior. According to this and considering the characteristics of adolescence, family communication must change to meet adolescents' increasing need for autonomy. Moreover, it is necessary to involve children and adolescents in those decisions that affect them.



# Training of Parents in the Fight Against Cyberbullying

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