

45 Years old, Kindergarden Teacher and vice director of the kindergarden

Talking about children from age 0 to 7.

01 We work a lot with repetition, e.g. new rules are discussed for weeks in the morning circle.

In our experience, transparency leads to success. Why do these rules exist? To whom do these rules apply?

Also the joint development of the rules leads to increased compliance. For example, if a new rule is necessary, we discuss the reason for the new rules with the children and together we discuss the wording of the rule.

02

- Tasks are explained, e.g. why is it necessary to clean up
- Tasks are announced in order to familiarize the children
- Tasks may also be split to break a large task into smaller tasks.

03 Children lack the personal approach with empathy, understanding and consistency. We have secured pages exclusively for children to avoid contact with inappropriate content. We only go online together with the children and do not let them search for content alone.

04 I think the approach of involving both pedagogues and children in the development is very good.

05 I have no tendency for that. No.

06 Unfortunately I am not familiar with the current use of the Internet by children. The children in our age group use the Internet only with us. I tend to think that a website for younger children is more manageable, but I do not have any observations on this.

07 I think the idea that moderators accompany the children and young people is very valuable and useful. My question would be how inappropriate comments/statements would be handled.

08 We are basically interested in new methods and are open-minded towards the medium.

09

- Via moderators, who introduce and accompany the processes linguistically.
- Videos, which take over this task.
- Boxes that ask the children to involve someone who can already read.

10 This question cannot be answered generally. There are certainly parents who find the topic important and interesting and would encourage their child in this regard.

We or I experience in my daily work that there are some children at the age of 4 or 5 who already deal with serious topics or theoretical questions. On the other hand, there are also children who, although significantly older, are reluctant to deal with questions and discussions and cannot follow a longer conversation.

11 Little to nothing. I would make this independent of parents and could imagine feedback through regular surveys.