



## SONET-BULL

### USING ICT SOCIAL NETWORKING TOOLS WITH PEER LEARNING AND CROWDSOURCING TO TRAIN SCHOOL COMMUNITIES TO COUNTER STUDENT BULLYING

PROJECT AGREEMENT: 2014- 1-EL01-KA200-001602

INTELLECTUAL OUTPUT No: 3

INTELLECTUAL OUTPUT TITLE: TRAINING OF LEARNERS IN THE  
METHODOLOGY AND THE PLATFORM

DELIVERABLE: TRAINING OUTLINE

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## Introduction

SONETBULL project is implemented via the learning platform. There will be the place of interaction of all learners, who are members of school community. For the best interaction between learners and the best functionality of the platform, a training is designed in order to prepare users for their new dual role, being a students and a teacher at the same time.

The **Educational material** had been produced by the partners, according to the latest review on this issue. The material is divided into three main subcategories. The one is the theoretical background of School Bullying. The second one is the Methodology. And the third one is the training to the Platform. The training material was designed by the SONETBULL team (DCU – HOU – CTI) and is intellectual property of the project. Reference lists and other additional material are suggested to learners in order to deepening their knowledge and in order to explore their individual interests on the issue of bullying. The original version of the training material is in English. Partners are free to translate the training material at their native language to facilitate the training procedure. Reference lists and other additional resources would only be available at their original form.

The **Training procedure** is suggested to be blended and to be implemented both by face to face training and distance learning. This method gives the time to learners to digest the material and to create a common field with other learners and the trainer too. The National Moderator will be the trainer and the key person for the core users. End users will be able to trained both by the material uploaded or/and by core users.

The **Assessment criteria** that have been set are a combination of multiple choice test performance, the completion of at least two different learning objects, and their participation in the platform.

At the **Annex** you can find some documents that you will need in order to accomplish the training, such as the consent form, an evaluation doc for every core user, a draft of the certification the learners would get after the training.

## Educational Material

Follows an overview of all educational material which has been developed and it is uploaded in the Intranet and the Platform. The mentioned deliverables are under the label O3-A2. Educational material consists of three topics: a) Introduction to School Bullying, b) Introduction to Peer Learning Methodology, and c) Introduction to Platform.

### Introduction to School Bullying

Universal Module	
<b>Summary:</b>	This module is designed to offer a general knowledge about the issue of bullying. It is available for every group of learner and it has also suggestions for supplementary material.
<b>Clock hours of reading:</b>	Total: min 5hours 1 ½ hours: Presentation of Universal Module 30' : Multiple choice test min 3hours: Self-study of additional material
<b>Learning outcomes:</b>	<p>The user will in studying this module:</p> <ul style="list-style-type: none"> <li>• Be able to give a definition of bullying</li> <li>• Be able to list and recognize the different types of bullying</li> <li>• Understand the varying types of bullying behavior</li> <li>• Understand the effects of bullying</li> <li>• Be able to name the prime areas where bullying occurs</li> <li>• Understand why people bully others</li> <li>• Be able to describe all the roles a student might take in a bullying incident</li> <li>• Be able to discuss the most common misconceptions about bullying</li> <li>• Understand the importance of supporting victims</li> <li>• Be able to use best practices in supporting victims</li> </ul>

<p><b>Outline:</b></p>	<ol style="list-style-type: none"> <li>1. What is Bullying?</li> <li>2. Types of Bullying</li> <li>3. Effects of Bullying</li> <li>4. Warning Signs</li> <li>5. Where does Bullying Occur?</li> <li>6. Why do people Bully?</li> <li>7. Student roles</li> <li>8. Misconceptions – Normalisation of Behaviour</li> <li>9. The importance of supporting/how to support victims</li> </ol>
<p><b>Suggested Training Resources and Additional Materials:</b></p>	<p><b>Training Resources:</b></p> <ul style="list-style-type: none"> <li>• Educational Material <b>Universal Module</b></li> <li>• <b>O1</b> Report on skills and competences dealing with bullying</li> </ul> <p><b>Additional Material:</b></p> <ul style="list-style-type: none"> <li>• Video: Bullying and its effects on a child - <a href="https://www.youtube.com/watch?v=yIgcNcXgH_bc">https://www.youtube.com/watch?v=yIgcNcXgH_bc</a></li> <li>• Get With It A Guide to Cyberbullying. (2008) Office for Internet Safety. Dublin <a href="http://www.hotline.ie/documents/Cyberbullying.pdf">http://www.hotline.ie/documents/Cyberbullying.pdf</a></li> <li>• Video: Talking to your children about bullying - NSW Public Schools - <a href="https://www.youtube.com/watch?v=4BOh8Arcrek">https://www.youtube.com/watch?v=4BOh8Arcrek</a></li> <li>• Myths About Bullying – <a href="http://www.stopbullying.gov/resources-files/myths-about-bullying-tipsheet.pdf">http://www.stopbullying.gov/resources-files/myths-about-bullying-tipsheet.pdf</a></li> <li>• Guidelines on Countering &amp; Preventing Bullying - <a href="http://www.education.ie/en/Parents/Information/Complaints-Bullying-Child-Protection-Discrimination/Guidelines-on-countering-bullying-behaviour-in-primary-and-post-primary-schools.pdf">http://www.education.ie/en/Parents/Information/Complaints-Bullying-Child-Protection-Discrimination/Guidelines-on-countering-bullying-behaviour-in-primary-and-post-primary-schools.pdf</a></li> <li>• Tell Tale Signs – Bully 4 U - <a href="http://bully4u.ie/bullying-in-schools/communicating/warning-signs-of-bullying/">http://bully4u.ie/bullying-in-schools/communicating/warning-signs-of-bullying/</a></li> </ul>

*Individual Group Modules*

<b>Trainers' Module</b>	
<b>Summary:</b>	This module is designed to offer a comprehensive knowledge about the issue of bullying specified in core users' needs. It is available for core users' group and it has also suggestions for supplementary material.
<b>Clock hours of reading:</b>	Total: min 5hours 2 hours: Presentation of Trainers Module 30' : Multiple choice test min 3hours: Self-study of additional material
<b>Learning outcomes:</b>	The user will in studying this module.... <ul style="list-style-type: none"> <li>• understand and be able to describe to others what a whole school community approach to bullying is and why it is effective</li> <li>• be able to define and describe to others what constitutes a positive school ethos</li> <li>• understand and be able to list who the whole school policy and its strategies should serve</li> <li>• be able to outline the necessary steps involved in an audit to others</li> <li>• be able to outline how to enable parents to work at home as part of the whole school community approach, and suggest events to facilitate it</li> <li>• have an overview of Curricular; Student Peer Method; Co-operative Group Work; and Restorative strategies, and be able to articulate why each type is important/useful</li> <li>• Understand, and be able to explain the importance of a clear, effective reporting and recording procedure in encouraging students to report bullying, and highlighting growing risk areas</li> </ul>
<b>Outline:</b>	1. Understanding a Whole School Community Approach - Creating a Positive School Ethos 2. The importance of Whole School Policy

	<ol style="list-style-type: none"> <li>3. Legal Responsibilities of Schools – Ethical Issues and Children’s Rights</li> <li>4. Managing and Evaluating Change</li> <li>5. Working with Teachers</li> <li>6. Working with Parents</li> <li>7. Conflict, discipline, Indiscipline and Disruption</li> <li>8. Preventative &amp; Intervention Strategies</li> <li>9. Reporting and Recording Incidents</li> </ol>
<p><b>Suggested Training Resources and Additional Materials:</b></p>	<p><b>Training Resources:</b></p> <ul style="list-style-type: none"> <li>• Educational Material <b>Trainers Module</b></li> <li>• <b>O2 –A2</b> Identification of training domains and approaches</li> </ul> <p><b>Additional Material:</b></p> <ul style="list-style-type: none"> <li>• School Climate &amp; Culture – Vermont State Agency of Education <a href="http://education.vermont.gov/safe-schools">http://education.vermont.gov/safe-schools</a></li> <li>• Elliott, M. (2011). The essential Guide to tackling Bullying. UK: Pearson Education Limited</li> <li>• O’Higgins Norman,J. (2008 ) Tackling Bullying and Discrimination: A Whole School Approach. Dublin City University/Department of Education &amp; Science. <a href="https://www.education.ie/en/Press-Events/Conferences/cp_anti_bullying/Anti-Bullying-Forum-Submissions/anti_bully_sub_academic_dr_ohiggins_norman.pdf">https://www.education.ie/en/Press-Events/Conferences/cp_anti_bullying/Anti-Bullying-Forum-Submissions/anti_bully_sub_academic_dr_ohiggins_norman.pdf</a></li> <li>• Video – Introduction to Peer Mediation <a href="https://www.youtube.com/watch?v=BI5gVrr4lv8">https://www.youtube.com/watch?v=BI5gVrr4lv8</a></li> <li>• Video – The Bullying Circle - Plugged In Breaking the Bully Culture <a href="https://www.youtube.com/watch?v=GDRzhZIZo-M">https://www.youtube.com/watch?v=GDRzhZIZo-M</a></li> </ul>

<p><b>School Board/ Governors’ Module</b></p>	
<p><b>Summary:</b></p>	<p>This module is designed to offer a specified knowledge about the issue of bullying from a managerial perspective. It is suggested for</p>



	school managers and governors.
<b>Clock hours of reading:</b>	30' min: Presentation of School Board/ Governors Module
<b>Learning outcomes:</b>	<p>The user will in studying this module...</p> <ul style="list-style-type: none"> <li>• understand and be able to describe to others what a whole school community approach to bullying is and why it is effective</li> <li>• be able to define and describe to others what constitutes a positive school ethos</li> <li>• understand and be able to list who the whole school policy and its strategies should serve</li> <li>• have an understanding of a basic overview of children’s rights in terms of how they apply to schools and be able outline same to others</li> <li>• be able to explain to others the importance of knowledge of legal responsibilities within schools, and the necessity of student voice in dealing with bullying</li> </ul>
<b>Outline:</b>	<ol style="list-style-type: none"> <li>1. Understanding a Whole School Community Approach - Creating a Positive School Ethos</li> <li>2. The importance of Whole School Policy</li> <li>3. Legal Responsibilities of Schools – Ethical Issues and Children’s Rights</li> </ol>
<b>Suggested Training Resources and Additional Materials:</b>	<p><b>Training Resource:</b></p> <ul style="list-style-type: none"> <li>• Educational Material of School Board/ Governors <b>Module</b></li> </ul> <p><b>Additional Material:</b></p> <ul style="list-style-type: none"> <li>• School Climate &amp; Culture – Vermont State Agency of Education <a href="http://education.vermont.gov/safe-schools">http://education.vermont.gov/safe-schools</a></li> <li>• O’Higgins Norman, J. (2008) Tackling Bullying and</li> </ul>



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	<p>Discrimination: A Whole School Approach. Dublin City University/Department of Education &amp; Science.  <a href="https://www.education.ie/en/Press-Events/Conferences/cp_anti_bullying/Anti-Bullying-Forum-Submissions/anti_bully_sub_academic_dr_ohiggins_norman.pdf">https://www.education.ie/en/Press-Events/Conferences/cp_anti_bullying/Anti-Bullying-Forum-Submissions/anti_bully_sub_academic_dr_ohiggins_norman.pdf</a></p> <ul style="list-style-type: none"> <li>• Department of Education &amp; Skills: Ireland (2013) Action Plan on Bullying. Govt. Publications.  <a href="https://www.education.ie/en/Publications/Education-Reports/Action-Plan-On-Bullying-2013.pdf">https://www.education.ie/en/Publications/Education-Reports/Action-Plan-On-Bullying-2013.pdf</a></li> <li>• Smith, P.K., Kupferberg, A., Mora-Merchan, J.A., Samara, M., Bosley, S. and Osborn, R. (2012), 'A content analysis of school anti-bullying policies: A follow-up after six years'. Educational Psychology in Practice, 28: 61-84.</li> </ul>
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School Directors' / Principals Module	
<b>Summary:</b>	This module is designed to offer a specified knowledge about the issue of bullying from a director's perspective. It is suggested for the school principals and directors.
<b>Clock hours of reading:</b>	1 ½ hours: Presentation of School Directors / Principals Module
<b>Learning outcomes:</b>	<p>The user will in studying this module....</p> <ul style="list-style-type: none"> <li>• understand and be able to describe to others what a whole school community approach to bullying is and why it is effective</li> <li>• be able to define and describe to others what constitutes a positive school ethos</li> </ul>



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	<ul style="list-style-type: none"> <li>• understand and be able to list who the whole school policy and its strategies should serve</li> <li>• have an understanding of a basic overview of children’s rights in terms of how they apply to schools and be able outline same to others</li> <li>• be able to explain to others the importance of knowledge of legal responsibilities within schools, and the necessity of student voice in dealing with bullying</li> <li>• be able to outline the necessary steps involved in an audit to others</li> <li>• have an overview of Curricular; Student Peer Method; Co-operative Group Work; and Restorative strategies, and be able to articulate why each type is important/useful</li> <li>• be able to outline the relationship between discipline and indiscipline, and explain same to others</li> <li>• have an understanding of the key role parents have in the whole school community approach and addressing bullying, and be able to give examples to staff</li> <li>• Understand the importance of the development of a standardized reporting form to be deployed across all training domains for use by all actors, and be able to give examples of the salient elements of these forms</li> </ul>
<p><b>Outline:</b></p>	<ol style="list-style-type: none"> <li>1. Understanding a Whole School Community Approach - Creating a Positive School Ethos</li> <li>2. The importance of Whole School Policy</li> <li>3. Legal Responsibilities of Schools – Ethical Issues and Children’s Rights</li> <li>4. Managing and Evaluating Change</li> <li>5. Working with Parents</li> <li>6. Conflict, discipline, Indiscipline and Disruption</li> <li>7. Preventative &amp; Intervention Strategies</li> <li>8. Reporting and Recording Incidents</li> </ol>

<p><b>Suggested Training Resources and Additional Materials:</b></p>	<p><b>Training Resource:</b></p> <ul style="list-style-type: none"> <li>• Educational Material <b>School Directors/ Principals Module</b></li> </ul> <p><b>Additional Material:</b></p> <ul style="list-style-type: none"> <li>• School Climate &amp; Culture – Vermont State Agency of Education <a href="http://education.vermont.gov/safe-schools">http://education.vermont.gov/safe-schools</a></li> <li>• O’Higgins Norman, J. (2008) Tackling Bullying and Discrimination: A Whole School Approach. Dublin City University/Department of Education &amp; Science. <a href="https://www.education.ie/en/Press-Events/Conferences/cp_anti_bullying/Anti-Bullying-Forum-Submissions/anti_bully_sub_academic_dr_ohiggins_norman.pdf">https://www.education.ie/en/Press-Events/Conferences/cp_anti_bullying/Anti-Bullying-Forum-Submissions/anti_bully_sub_academic_dr_ohiggins_norman.pdf</a></li> <li>• Department of Education &amp; Skills: Ireland (2013) Action Plan on Bullying. Govt. Publications. <a href="https://www.education.ie/en/Publications/Education-Reports/Action-Plan-On-Bullying-2013.pdf">https://www.education.ie/en/Publications/Education-Reports/Action-Plan-On-Bullying-2013.pdf</a></li> <li>• Thompson, F., &amp; Smith, P. (2011). Anti-bullying strategies in schools –What is done and what works. Unit for School and Family Studies, Goldsmiths, University of London</li> </ul>
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<p><b>Teachers’ Module</b></p>	
<p><b>Summary:</b></p>	<p>This module is designed to offer a specified knowledge about the issue of bullying from a teacher’s perspective. It is suggested for the school teachers.</p>
<p><b>Clock hours of reading:</b></p>	<p>1 hour: Presentation of Teachers Module</p>
<p><b>Learning objectives:</b></p>	<p>The user will in studying this module....</p> <ul style="list-style-type: none"> <li>• understand and be able to describe to others what a whole school community approach to bullying is and why it is</li> </ul>



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	<p>effective</p> <ul style="list-style-type: none"> <li>• be able to define and describe to others what constitutes a positive school ethos</li> <li>• be able to outline how to enable parents to work at home as part of the whole school community approach, and suggest events to facilitate it</li> <li>• have an overview of Curricular; Student Peer Method; Co-operative Group Work; and Restorative strategies, and be able to articulate why each type is important/useful</li> <li>• be able to outline the relationship between discipline and indiscipline, and explain same to others</li> <li>• have an understanding of the key role parents have in the whole school community approach and addressing bullying, and be able to give examples to staff</li> <li>• Understand the importance of the development of a standardized reporting form to be deployed across all training domains for use by all actors, and be able to give examples of the salient elements of these forms</li> </ul>
<p><b>Outline:</b></p>	<ol style="list-style-type: none"> <li>1. Understanding a Whole School Community Approach - Creating a Positive School Ethos</li> <li>2. Working with parents</li> <li>3. Conflict, discipline, Indiscipline and Disruption</li> <li>4. Preventative &amp; Intervention Strategies</li> <li>5. Reporting and Recording Incidents</li> </ol>
<p><b>Suggested Training Resources and Additional Materials:</b></p>	<p><b>Training Resources:</b></p> <ul style="list-style-type: none"> <li>• Educational Material <b>Teachers Module</b></li> <li>• <b>O2 –A2</b> Identification of training domains and approaches</li> </ul> <p><b>Additional Material:</b></p>



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	<ul style="list-style-type: none"> <li>• School Climate &amp; Culture – Vermont State Agency of Education <a href="http://education.vermont.gov/safe-schools">http://education.vermont.gov/safe-schools</a></li> <li>• Linsin, M. (2011) How To Talk To Parents About Their Misbehaving Child. Smart Classroom Management. <a href="http://www.smartclassroommanagement.com/2011/06/04/how-to-talk-to-parents-about-their-misbehaving-child/">http://www.smartclassroommanagement.com/2011/06/04/how-to-talk-to-parents-about-their-misbehaving-child/</a></li> <li>• Ortega,R., del Rey,R., Ortega-Rivera,J. and Monks,C. (2006) Dealing With Indiscipline and Disruption. In VISTA: A Whole School Approach (WSA) <a href="http://www.vista-europe.org/downloads/English/B6f.pdf">http://www.vista-europe.org/downloads/English/B6f.pdf</a></li> <li>• Elliott, M. (2011). The essential Guide to tackling Bullying. UK: Pearson Education Limited</li> <li>• O’Moore&amp; Minton (2004) Dealing with Bullying in Schools : A Training Manual for Teachers Parents &amp; Other Professionals. Paul Chapman Publishing. London.</li> <li>• Olweus, D., &amp; Limber, S. P. (2007). OlweusBullying Prevention Program: Teacher guide. Center City, MN: Hazelden</li> <li>• O’Moore, M. (2010). Understanding School Bullying: A Guide for Parents and Teachers, Dublin. Veritas.</li> </ul>
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Parents’ Module	
<b>Summary:</b>	This module is designed to offer a specified knowledge about the issue of bullying from parents’ perspective.
<b>Clock hours of reading:</b>	1 hour: Presentation of Parents Module
<b>Learning outcomes:</b>	The user will in studying this module....



	<ul style="list-style-type: none"> <li>• understand and be able to describe to others what a whole school community approach to bullying is and why it is effective</li> <li>• receive and be able to give examples of strategies for dealing with schools if your child is being bullied, or bullying others</li> <li>• receive and be able to give examples of collaborating with schools to help prevent bullying</li> <li>• have an overview of Curricular; Student Peer Method; Co-operative Group Work; and Restorative strategies, and be able to articulate why each type is important/useful</li> <li>• receive, and be able to discuss with others tips and strategies, for working with your child if they have been bullied or cyberbullied</li> <li>• understand, and be able to explain the importance of a clear, effective reporting and recording procedure in encouraging students to report bullying, and highlighting growing risk areas</li> </ul>
<p><b>Outline:</b></p>	<ol style="list-style-type: none"> <li>1. Understanding a Whole School Community Approach</li> <li>2. Working with schools</li> <li>3. Speaking/ interviewing with your children</li> <li>4. Preventative &amp; Intervention Strategies for Parents</li> <li>5. Reporting and Recording Incidents</li> </ol>
<p><b>Suggested Training Resources and Additional Materials:</b></p>	<p><b>Training Resources:</b></p> <ul style="list-style-type: none"> <li>• Educational Material <b>Parents Module</b></li> <li>• <b>O2 –A2</b> Identification of training domains and approaches</li> </ul> <p><b>Additional Material:</b></p> <ul style="list-style-type: none"> <li>• School Climate &amp; Culture – Vermont State Agency of Education <a href="http://education.vermont.gov/safe-schools">http://education.vermont.gov/safe-schools</a></li> <li>• Ortega,R., del Rey,R., Ortega-Rivera,J. and Monks,C. (2006) Dealing With Indiscipline and Disruption. In VISTA: A Whole School Approach (WSA) <a href="http://www.vistaeurope.org/downloads/English/B6f.pdf">http://www.vistaeurope.org/downloads/English/B6f.pdf</a></li> </ul>



	<ul style="list-style-type: none"> <li>• Thomson, J. (2013) <i>Bullying –A Parents’ Guide</i>. Need2Know Publishing.</li> <li>• O’Moore, M. (2010). <i>Understanding School Bullying: A Guide for Parents and Teachers</i>, Dublin. Veritas.</li> </ul>
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Non-Teaching Staff	
<b>Summary:</b>	This module is designed to offer a specified knowledge about the issue of bullying from Non-teaching staff’s perspective.
<b>Clock hours of reading:</b>	30’ hour: Presentation of Non-teaching staff Module
<b>Learning outcomes:</b>	<p>The user will in studying this module....</p> <ul style="list-style-type: none"> <li>• understand and be able to describe to others what a whole school community approach to bullying is and why it is effective</li> <li>• understand and be able to discuss with others what and who should be involved in a whole school community approach</li> <li>• understand, and be able to explain the importance of a clear, effective reporting and recording procedure in encouraging students to report bullying, and highlighting growing risk areas</li> </ul>
<b>Outline:</b>	<ol style="list-style-type: none"> <li>1. Understanding a Whole School Community Approach</li> <li>2. Reporting and Recording Incidents</li> </ol>
<b>Suggested Resources and Additional Materials:</b>	<p><b>Training resource:</b></p> <ul style="list-style-type: none"> <li>• Educational Material <b>Non-Teaching Staff Module</b></li> </ul> <p><b>Additional Material:</b></p>



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	<ul style="list-style-type: none"> <li>• <b>O2 –A2</b> Identification of training domains and approaches</li> </ul>
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<b>External Community Module</b>	
<b>Summary:</b>	This module is designed to offer a specified knowledge about the issue of bullying from external community’s perspective.
<b>Clock hours of reading:</b>	30’ hour: Presentation of External Community’s Module
<b>Learning outcomes:</b>	<p>The user will in studying this module....</p> <ul style="list-style-type: none"> <li>• understand and be able to describe to others what a whole school community approach to bullying is and why it is effective</li> <li>• understand and be able to discuss with others what and who should be involved in a whole school community approach</li> <li>• understand, and be able to explain the importance of a clear, effective reporting and recording procedure in encouraging students to report bullying, and highlighting growing risk areas</li> </ul>
<b>Outline:</b>	<ol style="list-style-type: none"> <li>1. Understanding a Whole School Community Approach</li> <li>2. Reporting and Recording Incidents</li> </ol>
<b>Suggested Training Resources and Additional Materials:</b>	<p><b>Training resource:</b></p> <ul style="list-style-type: none"> <li>• Educational Material <b>External Community Module</b></li> </ul> <p><b>Additional Material:</b></p>



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	<ul style="list-style-type: none"><li>• <b>O2 –A2</b> Identification of training domains and approaches</li></ul>
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## Introduction to Peer Learning Methodology

Peer Learning Methodology	
<b>Summary:</b>	This module is designed to offer an understanding on the methodology of the project, which is based to the transfer of knowledge and experience of one learner to other.
<b>Clock hours of reading:</b>	Total: 30' min: Presentation of Peer Learning Methodology 30' min: O2-A4 Initial design of peer learning methodology
<b>Learning outcomes:</b>	The user will in studying this module.... <ul style="list-style-type: none"> <li>• Be able to give examples of what is peer learning methodology and its main activities</li> <li>• Understand the advantages of peer to peer methodology in the learning procedure</li> <li>• Understand the importance of sharing knowledge in the school community</li> <li>• Be able to implement the methodology through the learning objects</li> <li>• Be able to use the platform tools in order to implement the methodology</li> </ul>
<b>Outline:</b>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. The Peer Learning Methodology</li> <li>3. Peer Learning implications on Bullying</li> <li>4. The Methodology in the SONETBULL project</li> <li>5. The Methodology in the SONETBULL platform</li> </ol>
<b>Suggested Training Resources and Additional Materials:</b>	<b>Training resources:</b> <ul style="list-style-type: none"> <li>• Educational Material <b>Introduction to peer learning methodology</b></li> </ul>



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	<ul style="list-style-type: none"><li>• <b>O2 –A4</b> Initial design of peer learning methodology</li></ul> <p><b>Additional Material:</b></p> <ul style="list-style-type: none"><li>• Briggs, S. (2013) How Peer Teaching Improves Student Learning and 10 Ways To Encourage It <a href="http://www.opencolleges.edu.au/informed/features/peer-teaching/">http://www.opencolleges.edu.au/informed/features/peer-teaching/</a></li><li>• David W. Johnson, Roger T. Johnson, and Karl A. Smith (1991). Active Learning: Cooperation in the College Classroom. Edina, MN: Interaction Book Company</li><li>• Assinder, W. (1991). Peer teaching, peer learning: one model. ELT Journal 45/3: pp. 218-229</li><li>• Spratt, M. &amp; Leung, B. (2000). Peer teaching and peer learning revisited. ELT Journal Volume 54/3 July 2000</li><li>• Video: Peer to Peer Learning <a href="https://www.youtube.com/watch?v=6GQX1tjiZyU">https://www.youtube.com/watch?v=6GQX1tjiZyU</a>.</li></ul>
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## Introduction to Platform

Introduction to Platform	
<b>Summary:</b>	This module is designed to offer an understanding of the SONETBULL platform’s functionality and use.
<b>Clock hours of reading:</b>	30’ min: Presentation of Introduction to SONETBULL platform
<b>Learning outcomes:</b>	The user will in studying this module... <ul style="list-style-type: none"> <li>• Be able to use the platform tools in order to implement the methodology</li> </ul>
<b>Outline:</b>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. SONETBULL platform</li> </ol>
<b>Suggested Training Resources and Additional Materials:</b>	<b>Training Resources:</b> <ul style="list-style-type: none"> <li>• Educational Material <b>Introduction SONETBULL platform</b></li> <li>• <b>Manual of SONETBULL Platform</b></li> </ul>

## Training Procedure

The **Training procedure** is suggested to be blended and to be implemented both by face to face training and distance learning. This method gives the time to learners to digest the material and to create a common field with other learners and the trainer too. The National Moderator will be the trainer and the key person for the core users. End users will be able to trained both by the material uploaded or/and by core users.

The hours of training are not scheduled in such a way to give the opportunity to the National Moderator and the learners to communicate the overview of the theoretical material of the project and not to exhaust the working hours of the learners in the meetings. That is the core users have to spend more time in home studying the material. The meetings are scheduled in order to guide the learners through the material and help them implement the methodology in the best way for them.

Initial Meeting	
<b>Summary:</b>	This meeting aims at giving the learners all the necessary information about the project and the training itself. An outline of the training material will be given to them. And the first module will be presented.
<b>Clock hours of training:</b>	Total: 5 hours 30’min: Presentation of project 30’min: Overview of Training (Modules – Learning outcomes – Assessment criteria) 2 hours: Presentation of Universal Module 1 hour: Presentation Trainers’ Module 30’ min: Peer Learning Methodology 30’min: Presentation of Platform Discussion – Questions
<b>Learning outcomes:</b>	<ul style="list-style-type: none"> <li>● Familiarization with the aims of the project</li> <li>● Acquaintance of participants</li> </ul>



	<ul style="list-style-type: none"> <li>• Sharing information about the training (deliverables)</li> <li>• Present the training material (overview)</li> <li>• Present the Universal Module</li> <li>• Present the Peer Learning Methodology</li> <li>• Present the Platform</li> </ul>
<b>Outline:</b>	<ol style="list-style-type: none"> <li>1. What is the SonetBull project? <i>Give a short review of the project's aims and the progress already done</i></li> <li>2. Acquaintance of participants <i>Give a short description of their role in the project</i></li> <li>3. Training outline <i>Give a timeline of the training, deliverables, outline of the educational material etc.</i></li> <li>4. Present the Educational material</li> <li>5. Present the Universal Module</li> <li>6. Present the Trainer's Module</li> <li>7. Present the Peer learning Methodology</li> <li>8. Questions &amp; Discussion</li> </ol>
<b>Suggested Training Resources and Additional Materials:</b>	<ul style="list-style-type: none"> <li>• <b>O3-A1</b> Formation strategy of learner groups</li> <li>• <b>Consent form</b> (<i>submit to participants and take them back signed</i>)</li> <li>• Project's <b>Leaflets &amp; Newsletters</b></li> <li>• <b>Universal Module</b></li> <li>• <b>Trainers' Module</b></li> <li>• <b>Peer Learning Methodology</b></li> <li>• <b>Training outline</b></li> </ul>

1 <sup>st</sup> week	
<b>Summary:</b>	In this week learners should focus on reviewing the main corpus of the Training Material (Universal Module – Trainers’ Module - Methodology) and use other available resources to answer questions. During this week they should start using the platform and communicate with each other in Forum. At the end of this week should pass the multiple choice test for Universal Module.
<b>Clock hours of working:</b>	Total: 10 hours
<b>Learning outcomes:</b>	<i>For learning outcomes please see at the modules</i>
<b>Outline:</b>	<ol style="list-style-type: none"> <li>1. Read the Universal Module</li> <li>2. Read the Trainers’ Module</li> <li>3. Read the Peer learning methodology</li> <li>4. Read at least one additional material</li> <li>5. Watch one of the videos suggested in material</li> <li>6. Contribute to <b>Forum</b> discussions on the topic</li> <li>7. Take the <b>test</b> of Universal Module</li> </ol>
<b>Suggested Training Resources and Additional Materials:</b>	<i>For training resources please see the Educational material in the platform</i>

2 <sup>nd</sup> Week	
<b>Summary:</b>	In this week learners should focus on reviewing the sub categories of Training Material (Individual Groups) and use other available resources to answer questions. During this week they continue using the platform and communicate with each other in Forum, by forming special interests groups. By the end of this week should pass the multiple choice test for trainers and



	complete a case study form.
<b>Clock hours of working:</b>	Total: 10 hours
<b>Learning outcomes:</b>	<i>For learning outcomes please see at the modules.</i>
<b>Outline:</b>	<ol style="list-style-type: none"> <li>1. Read the Individual Groups training material</li> <li>2. Read at least one additional material</li> <li>3. Watch one of the videos suggested in material</li> <li>4. Contribute to <b>Forum</b> discussions on the topic</li> <li>5. Take the <b>Test</b> of Trainers Module</li> <li>6. Complete a <b>Case Study form</b></li> </ol>
<b>Suggested Training Resources and Additional Materials:</b>	<i>For training resources please see the Educational material in the platform</i>

<b>2<sup>nd</sup> Meeting</b>	
<b>Summary:</b>	At this meeting learners should focus on reviewing the sub categories of Training Material (Individual Groups), the Methodology and especially on Learning Objects, which will be the final assessment for them. It is a chance for the users to learn how to collaborate effectively with other peers and thus it should be encouraged by the National Moderator the exchanging of the different experiences. Also core users should give their feedback regarding the material and the platform.
<b>Clock hours of working:</b>	<p>Total: 5 hours</p> <p>2 hours reviewing the material of individual groups &amp; Methodology</p> <p>2 hours peer learning activity</p>

	<p><i>Divide them into groups and encourage them to share their experience for the case study, or for the forum discussion.</i></p> <p>1 hour Discussion - Feedback</p>
<b>Learning outcomes:</b>	<ul style="list-style-type: none"> <li>• Be able to understand the different groups approach</li> <li>• Be able to understand and implement the methodology</li> <li>• Be able to share with peers valuable experience</li> <li>• Be able to listen in a productive way the story of the other</li> </ul>
<b>Outline:</b>	<ol style="list-style-type: none"> <li>1. Review of the training material (individual Groups)</li> <li>2. Present Learning objects</li> <li>3. Review the Forum discussions</li> <li>4. Review the complete Case study forms</li> <li>5. Divide into dyads and let them collaborate on a problem (<i>inspired by a case study or a forum</i>)</li> <li>6. Discuss with them the results (feelings, outcomes etc.)</li> <li>7. Let users give their feedback</li> </ol>
<b>Suggested Training Resources and Additional Materials</b>	<ul style="list-style-type: none"> <li>• <b>Individual Groups</b> training material</li> <li>• <b>O3-A4 Learning Objects</b></li> </ul>

<b>3<sup>rd</sup> Week</b>	
<b>Summary:</b>	In this week learners should focus on reviewing the Training Material and use other available resources to answer questions. By the end of this week should implement at least one more learning object (other than Forum – Case study).
<b>Clock hours of working:</b>	Total: 10 hours



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<b>Learning outcomes:</b>	<i>For learning outcomes please see at the learning objects</i>
<b>Outline:</b>	<ol style="list-style-type: none"> <li>1. Read the training material</li> <li>2. Read the suitable additional material for each learning object</li> <li>3. Create new learning objects</li> <li>4. Cooperate to others' activities</li> </ol>
<b>Suggested Training Resources and Additional Materials:</b>	<i>For training resources please see the Educational material in the platform</i>

## 4<sup>th</sup> Week

<b>Summary:</b>	In this week learners should focus on using any available resources to implement their learning objects. All users by the end of this week should present to others their learning objects and upload them on the platform. If the learning object is a long-term one (survey, anti-bullying policy, educational activity), then the user should present at least a draft or a sample of it. By the end of this week core users should take the evaluation test for the training.
<b>Clock hours of working:</b>	Total: 10 hours
<b>Learning outcomes:</b>	<i>For learning outcomes please see at the learning objects</i>
<b>Outline:</b>	<ol style="list-style-type: none"> <li>1. Read the training material</li> <li>2. Read the suitable additional material for each learning object</li> </ol>



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	<ol style="list-style-type: none"><li>3. Create new learning objects</li><li>4. Cooperate to others' activities</li><li>5. Evaluate the training</li></ol>
<b>Suggested Resources and Additional Materials:</b>	<i>For training resources please see the Educational material in the platform</i>



## Assessment criteria

The assessment criteria for successful learners of the training have been set to be both qualitative and quantitative. As for the theoretical perspective two multiple choices test have been designed to confirm the knowledge that core/end users will obtain reading the educational material on Bullying. While as for the practical perspective, all users ought to implement the theory and the methodology through 2 or 3 learning objects.

Moreover, it will need the national moderator's evaluation on how to assess users' contribution to the platform and to which point they implement the peer learning methodology.

## Annex

### #1. Consent Form

# SONET-BULL USING ICT SOCIAL NETWORKING TOOLS WITH PEER LEARNING AND CROWDSOURCING TO TRAIN SCHOOL COMMUNITIES TO COUNTER STUDENT BULLYING

PROJECT AGREEMENT: 2014- 1-EL01-KA200-001602

## DECLARATION

I, the undersigned, declare that I authorize the use of my personal data (Professional status, age, gender etc.) that are collected from my participation in the SONETBULL project, Ref: 2014- 1-EL01-KA200-001602, funded by the European Commission, by the project partners, the European Commission and the Greek National Agency and only by them. The aforementioned data will be used for the aims of the project only (research, dissemination of results), and will not be distributed or disseminated to parties irrelevant to this project without my further consent.

Name Surname: .....

Position: .....

Company/Organisation: .....

Signature: .....



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Date: .....