

# TRAINING MATERIAL

An introduction to SONET-BULL Platform for members.

## HOME PAGE

[Home](#) [Login](#)



[Home](#)

**Classroom**

**BE partner test edit**  
partners testuser / September 3, 2015 / No Comment  
Please describe the bullying episode

**BE partner**  
partners testuser / September 3, 2015  
Please describe the bullying episode

**Demo Post**  
Eleni Preza / June 30, 2015  
Lorem ipsum dolor sit amet, consectetur adipiscing elit. Vivamus magna. Cras in mi at fella aliquet congue. Ut a est eget ligula molestie gravida. Curabitur massa. Donec eleifend, libero...

**To and From School**

**test partner edit 2**  
partners testuser / September 3, 2015 / No Comment  
Why this action was bullying? \*Please use one of the theoretical definitions to support your statement

**mpla mpla**  
Eleni Preza / August 12, 2015  
mpla mpla BGHFGHTEST test

**TEST**  
Eleni Preza / August 7, 2015  
TEST\_esc\_textarea\_esc\_textarea #header h1 a { display: block; width: 300px; height: 80px; } Patientisque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Vestibulum tortor...

**School**

**test partner edit 2**  
partners testuser / September 3, 2015 / No Comment  
Why this action was bullying? \*Please use one of the theoretical definitions to support your statement

**BE**  
Eleni Preza / August 31, 2015  
Please describe the bullying episode

**test cs**  
Eleni Preza / August 31, 2015  
Why this action was bullying? \*Please use one of the theoretical definitions to support your statement

**School Yard**

**test cs**  
Eleni Preza / August 31, 2015 / No Comment  
Why this action was bullying? \*Please use one of the theoretical definitions to support your statement

**TEST**  
Eleni Preza / August 7, 2015  
TEST\_esc\_textarea\_esc\_textarea #header h1 a { display: block; width: 300px; height: 80px; } Patientisque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Vestibulum tortor...

**Demo Post**  
Eleni Preza / June 30, 2015  
Lorem ipsum dolor sit amet, consectetur adipiscing elit. Vivamus magna. Cras in mi at fella aliquet congue. Ut a est eget ligula molestie gravida. Curabitur massa. Donec eleifend, libero...

**FREQUENTLY ASKED QUESTIONS**



**Tweets**

 **sonetbull** @sonetbull  
Report on practices and competences in dealing with bullying in school communities (summary in Greek)...  
[fb.me/4W5Vhu4o](#)  
Expand

 **sonetbull** @sonetbull  
English children among the unhappiest in the world at school due to bullying [fb.me/WVW4cigo](#)  
See Show Summary


 **sonetbull** @sonetbull  
Crea Progetto | Global Junior Challenge [fb.me/47gKE0at](#)  
29 Jul

 **sonetbull** @sonetbull  
[edubully.eu/research-quiz/](#)  
On-line research tool about bullying experiences. It is just a brief collection... [fb.me/5iq0PwZ5e](#)  
Expand

 **sonetbull** @sonetbull  
Generazioni Connesse - Anche la Rete ha la sua Carta  
[fb.me/VRy3dXDXh](#)  
29 Jul

 **sonetbull** @sonetbull  
Tweet to @sonetbull  
29 Jul

 **Erasmus+**  
This project is funded by the European Union

 **IKY**  
ΙΣΤΙΤΟΥΤΟ ΚΡΑΤΙΚΩΝ ΣΧΗΜΑΤΩΝ  
STATE SCHOLARSHIPS FOUNDATION

**Tags**  
BE cs esc\_esc\_textarea ipsum libero at sagittis mollis link  
inEsc\_esc\_textarea\_esc\_textarea #header h1 a { display: block; width: 300px; height: 80px; } Patientisque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Vestibulum tortor...  
partner tellus est malesuada tellus TEST test edit user more


**Search Forums**  
Search for:

Copyright © 2015. SONET BULL platform

## REGISTRATION

The register page contains the registration form and is the users can register on the SONET-BULL platform. The registration form includes the following fields: username, first name, last name, Gender, Associated School or Organization, Account Type, username, e-mail address, password (with confirm password turned on).

[Home](#) [Login](#)

  
[Home](#) > [Register](#)

### Register

First Name

Last Name

Gender

☐ Male

☐ Female

Associated School or Organization

Account Type \*

Choose account type

Username \*

Password \*

Confirm Password \*

E-mail Address \*

Register

Login

Search



Tweets

Follow

sonetbull

@sonetbull

2 Sep

Report on practices and competences in dealing with bullying in school communities (summary in Greek)... fb.me/4fWEYHude

Expand

sonetbull

@sonetbull

19 Aug

English children among the unhappiest in the world at school due to bullying fb.me/vfWNclgb

Show Summary

sonetbull

@sonetbull

29 Jul

Crea Progetto | Global Junior Challenge fb.me/47gKEOatt

sonetbull

@sonetbull

29 Jul

euibully.eu/research-quiz/ On-line research tool about bullying experiences. It is just a brief collection... fb.me/6iqKPwZee

Expand

sonetbull

@sonetbull

29 Jul

Generazioni Connesse - Anche la Rete ha la sua Carta fb.me/6Ry3dXXDh

Tweet to @sonetbull

 **Erasmus+**  
This project is funded by the European Union

 **IKY**  
ΣΤΡΑΤΗΓΙΚΗ ΚΑΤΑΡΤΙΣΗΣ ΚΑΙ ΕΡΕΥΝΑΣ  
STATE SCHOLARSHIPS FOUNDATION

Tags

at luctus BE cs esc\_textarea ipsum libero at sagittis mollis link ine,TEST,jc Lorem Lorem ipsum dolor sit amet mpla mpla omg partner tellus est malesuada tellus TEST test edit user wow

Search Forums


Search for:

Search

Copyright © 2015. SONET-BULL platform


## STEPS

1. Click on the "Register" button on the Home Page.

2. Fill in the form.
3. Click on the “Register” button at the bottom of the form.
4. Check Your Email To Activate Your Account! You have successfully created your account. To begin using the SONET-BULL platform you will need to activate your account via the email we have just sent to your address.
5. Wait for a minute or so if you don’t see the email to activate your account. If the activation email doesn’t show up in your inbox, check your “Spam” folder just in case it was redirected by your email client.
6. Click on the activation link in the email. This will bring you to the homepage of the site.
7. Fill up the rest of your profile information if you only completed the “required” fields during registration, via the “My Profile” page . Or, begin exploring “My Social Network”, Groups you can join and many more.

## LOGIN

[Home](#)
[Login](#)



[Home](#) > [Login](#)



### Login

Username or E-mail \*

Password \*

☒ Keep me signed in

[Forgot your password?](#)

**Tags**  
at luctus BE cs en\_c testapea ipsum  
libero at sagittis mollis link line  
Ina TEST jc Lorem Lorem  
ipsum Lorem ipsum  
dolor sit amet mpla mpla  
omg partner tellus est malesuada  
tellus TEST test edit user wow

**Search Forums**  
Search for:

Copyright © 2015. SONET-BULL platform

The login page contains the login form and is the page users can login to the SONET-BULL platform. The login form includes the fields: username or email and password with the capability of password reset.

## Password Reset

To reset your password, please enter your email address or username below

Enter your username or email

[Reset my password](#)

## MY PROFILE

The “My Profile” page is the page that displays each user’s profile and contains each user’s information.

Home

Learning Objects

Educational Material

TRAINERS

Eleni Preza

Classroom

School

To and From School

School Yard

Home > My Profile

## My Profile

**Eleni Preza**

30 years old • Greece • [elenprz@gmail.com](#) • Greek, English, French, Italian  
Patras, Greece

First Name

Eleni

Last Name

Preza

Account Type

Admin

Associated School or Organization

CTI

Website of Associated School or Organization

<http://www.cti.gr/en/>

Country

Greece

Languages Spoken

Greek, English, French, Italian

Biography

Patras, Greece

Registration Date

Joined March 18, 2015

Frequently Asked Questions

FAQ

Tweets

Follow

sonetbull @sonetbull

Report on practices and competences in dealing with bullying in school communities (summary in Greek)...  
[fb.me/4WtYHudo](#)

Expanded

2 Sep

sonetbull @sonetbull

English children among the unhappiest in the world at school due to bullying [fb.me/vXWkicgib](#)

Innov Summary

19 Aug

sonetbull @sonetbull

Crea Progetto | Global Junior Challenge [fb.me/47grEOatt](#)

29 Jul

sonetbull @sonetbull

On-line research tool about bullying experiences. It is just a brief collection... [fb.me/SqjPwZde](#)

Expanded

29 Jul

sonetbull @sonetbull

Generazioni Connesse - Anche la Rete ha la sua Carta [fb.me/Sky3dXXDh](#)

29 Jul

sonetbull @sonetbull

Tweet to @sonetbull

29 Jul

Erasmus+

This project is funded by the European Union

IKY

ΣΥΜΠΛΗΡΩΝ ΚΑΤΕΧΟΝ ΤΥΠΟΤΗΤΟΣ ΚΑΙ ΕΚΠΑΙΔΕΥΣΗΣ

STATE SCHOLARSHIPS FOUNDATION

Tags

BE is esc\_textarea ipsum libero at sagittis mollis link  
line TEST JK Lorem Lorem ipsum  
Lorem ipsum dolor sit amet magna mpia  
one Partner velut nec molestuada tellus TEST test edit  
color mode

Search Forums

Search for:

Search

Classroom

School

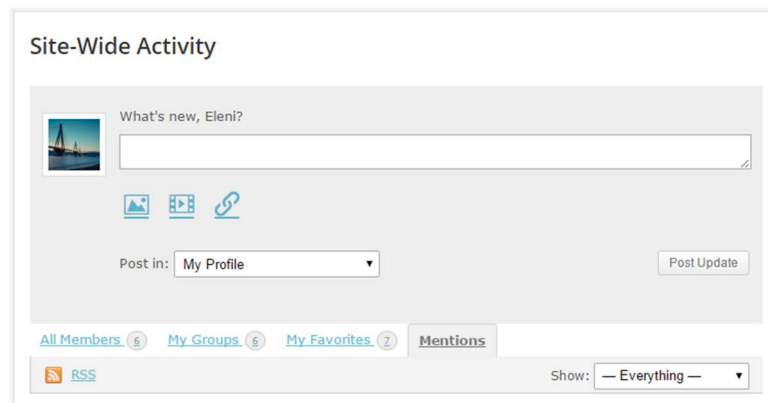
To And From School

School Yard

## My Account

The account page is the page that contains the account settings for each user.



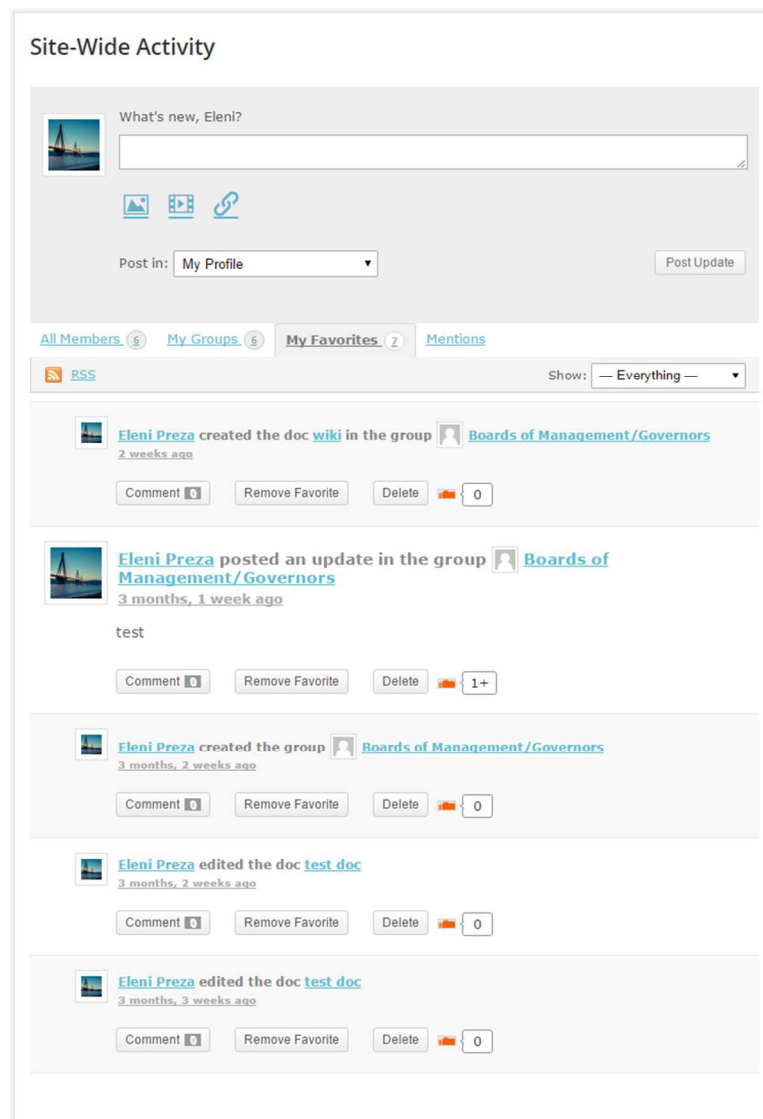


This page shows all the @ mentions you received throughout the site.

Filter to Show @mentions in:

- Everything (default)
- Updates
- Posts
- Comments
- New Groups
- Group Memberships
- Group Updates
- New Docs
- Doc Edits
- Doc Comments

**MY SOCIAL NETWORK → FAVORITES**

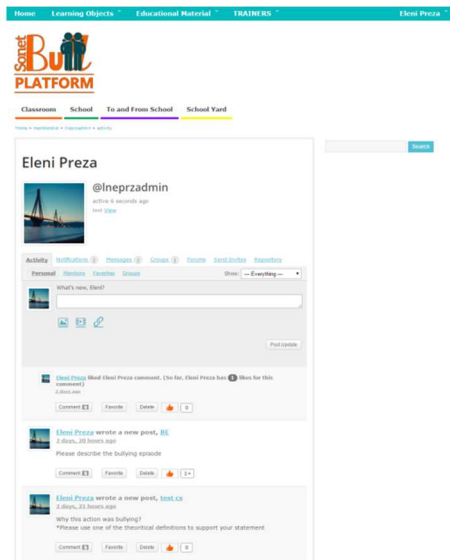


This is a list of all the items (posts, comments etc.) you have “favorited” in your Groups’ Activity Streams, the Sitewide Activity Stream, or even your own Personal Activity Stream.

Filter to Show “favorited items” in:

- Everything (default)
- Updates
- Posts
- Comments
- New Groups
- Group Memberships
- Group Updates
- Topics
- Replies

MY SOCIAL NETWORK → PERSONAL



This page is the record of all the users activities throughout the site listed in chronological order. If you're logged in, there's a status update box before the activity stream where you can post what's on your mind.

Filter to Show:

- Everything (default)
- Updates
- Posts
- Comments
- New Groups
- Group Memberships
- Group Updates
- Topics
- Replies
- New Docs
- Doc Edits
- Doc Comments

Users can Access this page by clicking on the name or profile picture of their account while in "My Social Network" .

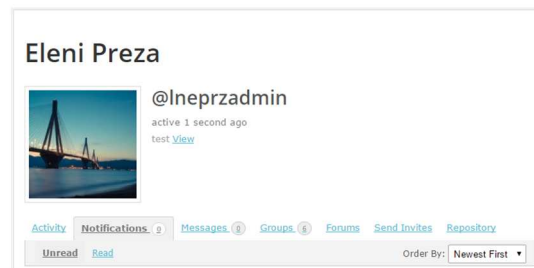
**MY SOCIAL NETWORK → PERSONAL → NOTIFICATIONS → UNREAD**

This page lists all the notifications that you received which you either have not read or marked as already read.

You have the option to delete the notifications one by one or in bulk. Any notification that you mark as "Read" or open up to read is automatically moved to the "Notifications → Read" page.



You can filter the order of this list: Newest First (default) or Oldest First.



## MY SOCIAL NETWORK → PERSONAL → NOTIFICATIONS → READ

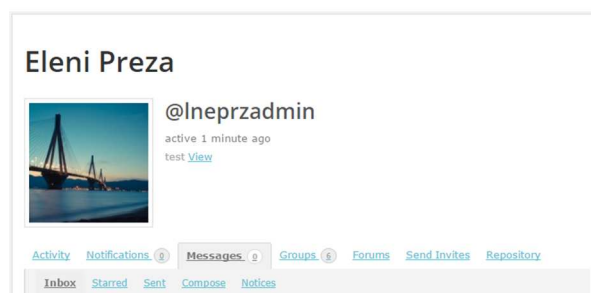
This page lists all the notifications that you have either opened up to read or marked as already read.

You have the option to delete the notifications one by one or in bulk. Any notification that you mark as “Unread” is automatically moved to the “Notifications → Unread” page.

You can filter the order of this list: Newest First (default) or Oldest First.

## MY SOCIAL NETWORK → PERSONAL → MESSAGES → INBOX

This page shows all the private messages sent to you by registered members of site.



## MY SOCIAL NETWORK → PERSONAL → MESSAGES → STARRED

Viewing 1 - 2 of 2 messages

<input type="checkbox"/>	FROM	SUBJECT	☆	ACTIONS
<input type="checkbox"/>	 From: Wynonna Judd (1) July 15, 2015 at 5:02 am	<b>Help me change my avatar</b> Hi there. I've been trying to change my profile photo but [...]	☆	Unread   Delete
<input type="checkbox"/>	 From: Ron Faucheux (1) July 15, 2015 at 4:56 am	<b>I can't create a new topic in forums</b> Since I changed my password, I can no longer create new topics [...]	☆	Read   Delete

Bulk Actions

## MY SOCIAL NETWORK → PERSONAL → MESSAGES → COMPOSE

**Eleni Preza**  
@Ineprzadmin  
active 1 second ago  
test [View](#)

Activity Notifications Messages Groups Forums Send Invites Repository

Inbox Starred Sent Compose Notices

Send To (Username or Friend's Name)

☐ This is a notice to all users.

Subject

Message

Send Message

## MY SOCIAL NETWORK → PERSONAL → GROUPS → MEMBERSHIPS HOW TO JOIN A PRIVATE GROUP

In your site's Group Directory page, click on the "Request Membership" button of the Private Group you want to join.


Groups [Create a Group](#)  [Search](#)

All Groups 78 My Groups 25

Order By: Last Active

Viewing group 1 to 20 (of 78 groups)

1 2 3 4

 **Test in WP 3.6**  
active 1 day, 12 hours ago  
Testing in BP 3.6

[Request Membership](#)  
Private Group / 4 members

You'll see the "Request Membership" text in button change to "Membership Requested".


Groups [Create a Group](#)  [Search](#)

All Groups 78 My Groups 25

Order By: Last Active

Viewing group 1 to 20 (of 78 groups)

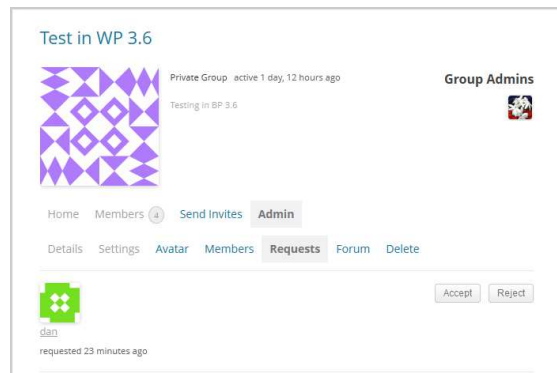
1 2 3 4

 **Test in WP 3.6**  
active 1 day, 12 hours ago  
Testing in BP 3.6

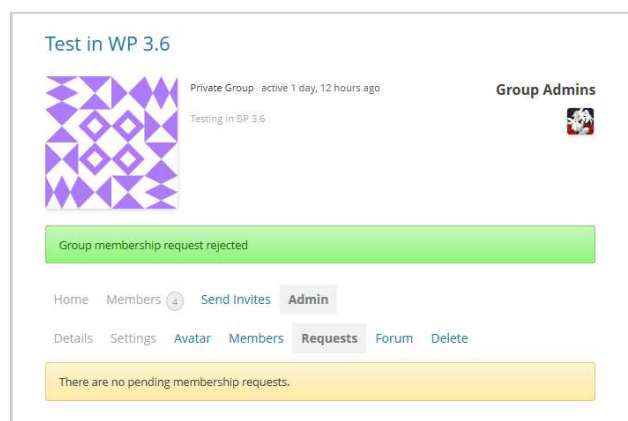
[Membership Requested](#)  
Private Group / 4 members

Your request to join the group is sent to the Private Group's Admin.

When the Group Admin of that private group clicks on the notification link in the email notification received, the Group Admin is brought to the private group's Admin > Requests screen. The Group Admin can either click on the "Accept" button or the "Reject" button. In this example, the Group Admin will choose to reject the request for group membership.



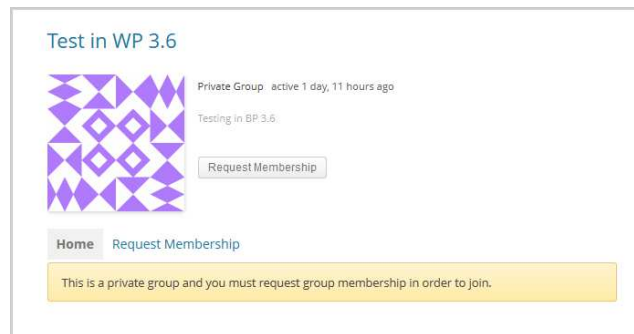
The Group Admin sees a confirmation message: "Group membership request rejected."



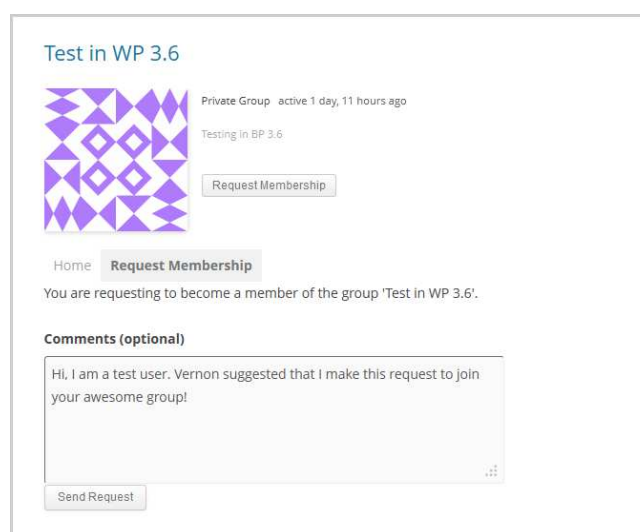
The member whose request has been rejected receives an email which when opened shows: Membership for group "name\_of\_group" rejected.

## Single Group Page

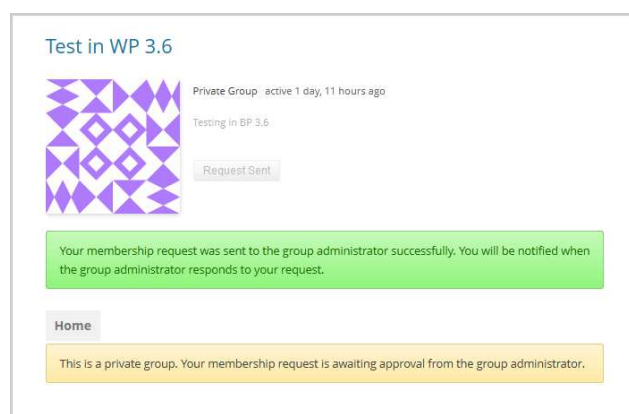
If you want to attach a message to the Group Admin when you request membership to join the private group, going to the private group's home page is the option to choose. Click on the "Request Membership" button or on the "Request Membership" tab in the private group's header area.



A textarea will show up so you could add your message to the Group Admin. Click on the “Send Message” button to send the message along with the request for membership in the private group.

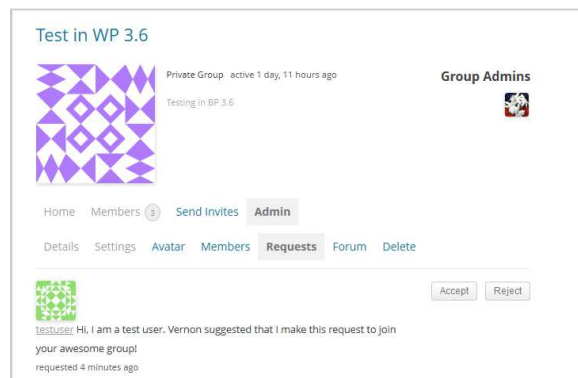


The member requesting membership in the private group sees a confirmation message “Your membership was sent to the group administrator successfully. You will be notified when the group administrator responds to your request.”

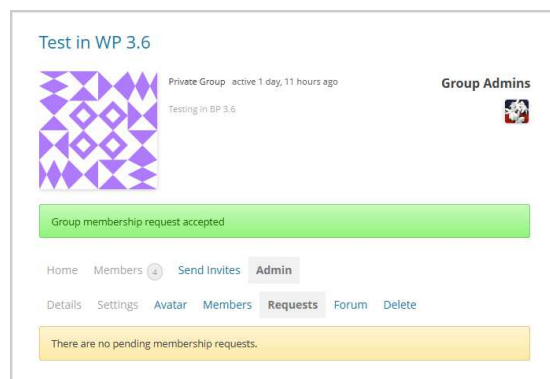


Your request to join the group is sent to the Private Group’s Admin via email. When the Group Admin of that private group clicks on the notification link in the email notification received, the Group Admin is brought to the private group’s Admin > Requests screen. The message of the member requesting the

membership is shown along with the “Accept” button or the “Reject” buttons. In this example, the Group Admin will choose to accept the request for group membership.



The Group Admin sees a confirmation message “Group membership request accepted.”

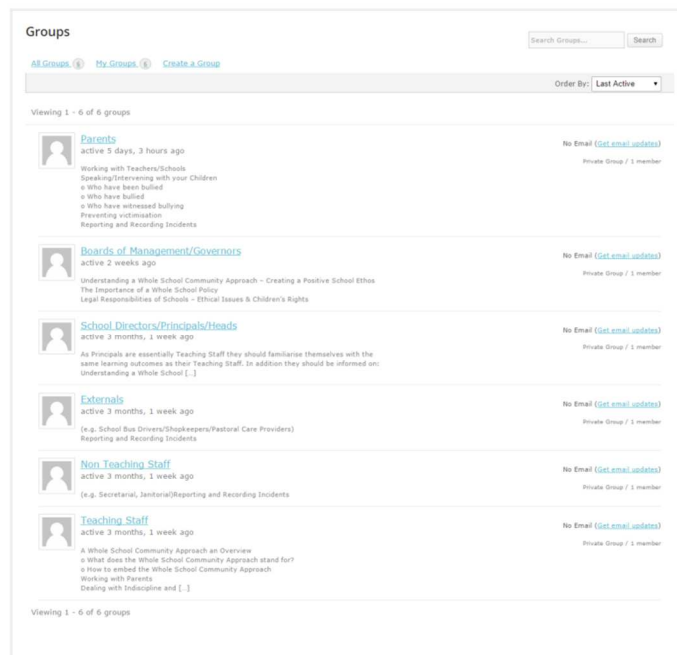


The member who applied for membership in the private group receives an email which when clicked on shows: Membership for “name\_of\_group” accepted.

When the member who got accepted to the private group clicks on the notification, the member is redirected to the private group’s home page – the private group’s activity screen.



Some of the existing groups are shown below:



## MY SOCIAL NETWORK → PERSONAL → SEND INVITES

The SONET-BULL platform has the ability, for logged in users to Send Invites to non-Members of the platform in order to join. See screenshot:

Eleni Preza



@lneprzadmin

active 36 seconds ago

test [View](#)

[Activity](#)
[Notifications \(0\)](#)
[Messages \(0\)](#)
[Groups \(5\)](#)
[Forums](#)
[Send Invites](#)
[Repository](#)

[+ Invite New Members](#)
[→ Sent Invites](#)

### Invite New Members

Invite friends to join SONET-BULL platform by following these steps:

- Enter email addresses below, one per line.






You can invite a maximum of 5 people at a time.
- Subject: Subject line is fixed

An invitation to join the SONET-BULL platform community.
- (optional) Customize the text of the invitation.

The message will also contain a custom footer containing links to accept the invitation or opt out of further email invitations from this site.

You have been invited by Eleni Preza to join the SONET-BULL platform community.

Visit Eleni Preza's profile at <http://hermes.westgate.gr/sonetbull-platform-demoedition/members/lneprzadmin/>.
- (optional) Select some groups. Invitees will receive invitations to these groups when they join the site.

<input type="checkbox"/>  Boards of Management/Governors	<input type="checkbox"/>  Externals
<input type="checkbox"/>  Non Teaching Staff	<input type="checkbox"/>  Parents
<input type="checkbox"/>  School Directors/Principals/Heads	<input type="checkbox"/>  Teaching Staff

Send Invites

## FORUMS

Users have the ability to be a part of the SONET-BULL platforms predefined forums by creating Topics. A Forum gives the opportunity to users to learn by choosing a specific Learners Group to which to pose the question (e.g. Teachers, Parents, School Directors etc.). Through Forum discussion users can put into practice the knowledge gained at the training, both in regards to the theoretical background and via peer learning.

## Forums

Welcome!


[Home](#) > Forums


Forum	Topics	Posts	Freshness
<a href="#">Externals</a> (e.g. School Bus Drivers/Shopkeepers/Pastoral Care Providers) Reporting and Recording Incidents	0	0	No Topics
<a href="#">Non Teaching Staff</a> Reporting and Recording Incidents	0	0	No Topics
<a href="#">Parents</a> Working with Teachers/Schools Speaking/Intervening with your Children o Who have been bullied o Who have witnessed bullying Preventing victimisation Reporting and Recording Incidents	0	0	No Topics
<a href="#">School Board/Governors</a> Understanding a Whole School Community Approach o Creating a Positive School Ethos The Importance of a Whole School Policy Legal Responsibilities of Schools o Ethical Issues Bamp; Children's Rights	0	0	No Topics
<a href="#">School Directors/Principals</a> As Principals are essentially Teaching Staff they should familiarise themselves with the same learning outcomes as their Teaching Staff. In addition they should be informed on: Understanding a Whole School Community Approach - Creating a Positive School Ethos The Importance of a Whole School Policy Legal Responsibilities of Schools - Ethical Issues Bamp; Children's Rights (in your country) Managing And Evaluating Change -Conducting an analysis of needs -Managing change at policy level Creating a shared understanding of School Bullying	0	0	No Topics
<a href="#">Teaching Staff</a> A Whole School Community Approach an Overview o What does the Whole School Community Approach stand for? o How to embed the Whole School Community Approach Working with Parents Dealing with Discipline and Disruption Preventative Bamp; Integrative Practice o Student Peer Methods o Co-operative Group Work o Restorative Approaches Reporting and Recording Incidents	0	0	No Topics

For Example the “Externals” forum has the following appearance:

### Externals



Private Group active 3 months, 1 week ago  
(e.g. School Bus Drivers/Shopkeepers/Pastoral Care Providers)  
Reporting and Recording Incidents  
[Your email status is No Email \(Get email updates\)](#)

Group Admins 

[Home](#) [Forum](#) [Announcements](#) [Repository](#) [Members](#) (3) [Send Invites](#) [Email Options](#) [Manage](#)

Externals

[Subscribe](#)














This forum is empty.

Oh bother! No topics were found here!

Create New Topic in "Externals"

Your account has the ability to post unrestricted HTML content.

Topic Title (Maximum Length: 80):

**B** *I* U ~~ABC~~   66           

Visual Text

0

Topic Tags:

Topic Type: 

Normal

Topic Status: 

Open

☐ Notify me of follow-up replies via email

Maximum file size allowed is 512 KB.

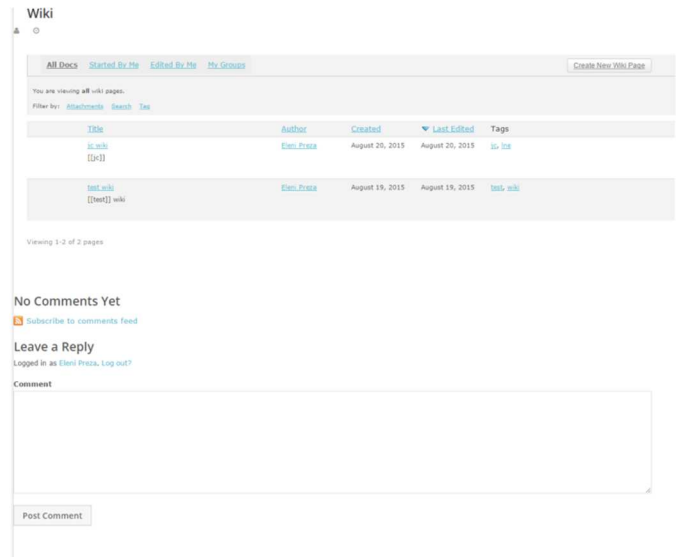
Attachments: [Choose File](#) No file chosen  
[Add another file](#)

Submit



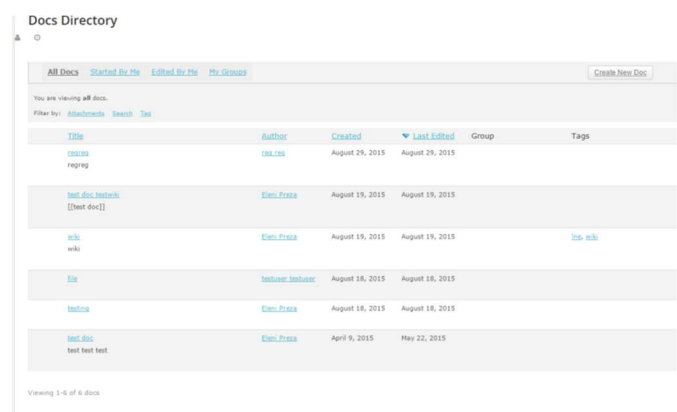
## WIKI

The users will have the capability to create/upload documents in order to describe bullying terms etc.



## REPOSITORY

Repository serves as an online File Viewer and Manager. All the Uploaded Files are clustered in one page named "Repository". Its File will have its corresponding tags and will belong in certain Categories.



## CASE STUDIES

Case studies are typical examples of the kind of knowledge/learning that the project is addressing. It is important for every core/end user to know how to report a case and how to narrate the story in a meaningful way to others.

The reporter of the case may be either one of the actors (teacher, parent, school director) or a member of the wider school community. The reporting of cases should abide by the ethics of reporting without revealing children's names or school address. As a distinguishing element we use the domain categorization (School, To & From School, Home, Other Places).

Finally, he/ she can pose questions to future readers/commenters (e.g. “How do you think the school director should have reacted?”). See part of the CASE STUDY form below:

Title of the Case:

Main and Sub Domain:

Classroom (4 posts)

School (4 posts)

School Yard (3 posts)

To and From School (4 posts)

DEFINITION :

Add Media

B

I

U

↵

≡

≡

≡

≡

↶

↷

🔗

🖼️

✖

Why this action was bullying?

*Please use one of the theoretical definitions to support your statement*

FACTUAL DESCRIPTION OF BULLYING INCIDENT :

B

I

U

↵

≡

≡

≡

≡

↶

↷

🔗

🖼️

✖

Please describe briefly the bullying incident

TIME PERIOD:

B

I

U

↵

≡

≡

≡

≡

↶

↷

🔗

🖼️

✖

Please describe the whole time period that bullying lasted

Including information about when started, when did you noticed, when first actions taken, when ended etc.

DOMAIN (S):

B

I

U

↵

≡

≡

≡

≡

↶

↷

🔗

🖼️

✖

Give a brief summary of the domain(s)bullying happened

Where there supervising staff present?

SCHOOL LEVEL:

B

I

U

↵

≡

≡

≡

≡

↶

↷

🔗

🖼️

✖

Please indicate at which level the event happened

ACTORS :

B

I

U

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Main actors involved (age, sex, background info e.t.c.) Students roles

BULLYING EPISODE

Many teachers/ parents are witnessing bullying episodes in everyday life, in which they do not know how to interfere. With this type of Learning Object the user describes a Bullying Episode to other users. The episode could be real or hypothetical. The aim of this short description of a bullying episode is to be share (by the author) or to be highlighted (by other users) the most suitable technique of dealing with bullying.

The length of the report here would be less than the case study. The actors would again be “commenters” who respond to the “author’s” request for help.











































See the Bullying Episode form below:

Episode's Title:

Main and Sub Domain:











































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DESCRIPTION OF THE EPISODE:

**B I U**                                          











































Please describe the bullying episode

IMPLEMENTED TECHNIQUE:

**B I U**                                          

Which technique did you implement? Or would you have implemented? Why?

TOPICS FOR DISCUSSION:

**B I U**                                          

Please make at least one question to future readers/commenters

You may ask for ideas or other techniques

Additional Keywords (comma separated):

## EDUCATIONAL ACTIVITY

Reflects the understanding and deepening at a theoretical subject and at the same time demonstrates user's transmission skills of this knowledge to others especially to students.

The educational activity refers mostly to users who are teachers, school directors etc., and give the opportunity for anyone who wants to schedule and implement an educational activity in the classroom and assess its results.

The activity aims at teaching in the classroom about bullying (what is it? how you can protect yourself? What others want to do for you?), but not only the traditional method of learning. This activity aims to raise teachers' creativity and explore the teaching methods through various materials (such as movies, book, role playing etc.).

At the end of the activity teachers should assess their findings and should present the results to the others peers, after which other users have to assess and give feedback to the author.

## New Case Study

**Title of the Case:**

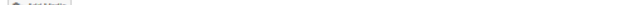
**Main Domain:**

■ Home Environment (65 LOs)	■ Other Public Places (67 LOs)	■ School Environment (286 LOs)	■ To and From School (100 LOs)
-----------------------------	--------------------------------	--------------------------------	--------------------------------

**DEFINITION :**

Why this action was bullying?

\*Please use one of the theoretical definitions to support your statement

**FACTUAL DESCRIPTION OF BULLYING INCIDENT:**

Please describe briefly the bullying incident

B I U

**TIME PERIOD:**

*Please describe the whole time period that bullying lasted including information about when it started, when it was first noticed, when the first actions were taken, when it ended etc.*

B I U “ ABC ¶ ☰ ☲ ☳ ☴ ☵ ☶ ☷ ↺ ↻ 🔍 🌐 ✖

**DOMAIN (S):**

Give a brief summary of the domain(s) bullying happened Were there supervising staff present?

B I U **44**  

**SCHOOL LEVEL:**

Please indicate at which level the event happened



**ACTORS :**

Main actors involved (age, sex, background info e.t.c.) Students roles

B I U 44 MC III E 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720 721 722 723 724 725 726 727 728 729 730 731 732 733 734 735 736 737 738 739 740 741 742 743 744 745 746 747 748 749 750 751 752 753 754 755 756 757 758 759 760 761 762 763 764 765 766 767 768 769 770 771 772 773 774 775 776 777 778 779 780 781 782 783 784 785 786 787 788 789 790 791 792 793 794 795 796 797 798 799 800 801 802 803 804 805 806 807 808 809 810 811 812 813 814 815 816 817 818 819 820 821 822 823 824 825 826 827 828 829 830 831 832 833 834 835 836 837 838 839 840 841 842 843 844 845 846 847 848 849 850 851 852 853 854 855 856 857 858 859 860 861 862 863 864 865 866 867 868 869 870 871 872 873 874 875 876 877 878 879 880 881 882 883 884 885 886 887 888 889 890 891 892 893 894 895 896 897 898 899 900 901 902 903 904 905 906 907 908 909 910 911 912 913 914 915 916 917 918 919 920 921 922 923 924 925 926 927 928 929 930 931 932 933 934 935 936 937 938 939 940 941 942 943 944 945 946 947 948 949 950 951 952 953 954 955 956 957 958 959 960 961 962 963 964 965 966 967 968 969 970 971 972 973 974 975 976 977 978 979 980 981 982 983 984 985 986 987 988 989 990 991 992 993 994 995 996 997 998 999 1000 1001 1002 1003 1004 1005 1006 1007 1008 1009 1010 1011 1012 1013 1014 1015 1016 1017 1018 1019 1020 1021 1022 1023 1024 1025 1026 1027 1028 1029 1030 1031 1032 1033 10

## SURVEY

This L.O. gives the opportunity to most motivated users to conduct a small survey in their class to assess the extent of the bullying phenomenon. The type of the research would be either desk or field research. In desk research, user after studying a small sample of literature sources writes a report on the issue he/she has studied. Such issues would be a proposal for school safety measures, or playground bully proofing, a report on actors' involved feelings etc.

In field research, user (individually or in groups) conducts a small survey at their educational or family environment. The survey can be either qualitative or quantitative, and can be conducted and analysed by a wide range of methods, such as questionnaires, interviews, observation, discourse analysis etc. Users can choose a questionnaire offered from a source or create their own questionnaire (e.g. 10-12 questions) for use among the students, teachers or parents and collect the data.

User can upload his document with the results as an attachment to the form below:



































## New Research

Title of Research:

### ABSTRACT:

(MAX 150 WORDS)

 Add Media

**B** *I* **ABC**                                    

## New Anti-Bullying Policy

**SCHOOL/MISSION STATEMENT:**

**SCHOOL NAME:**

**AIM OF THIS POLICY:**












*See Trainers Module: The Importance of a Whole School Policy - Developing an Anti Bullying Policy Initial Issues.*

Add Media

B I U ABC ☰ ☷ ☹ ☺ ☻ ☼ ☽ ☾ ☿ ⤵ ↶ 🔗 🔄 ✕












**WHO WAS INVOLVED/SIGNED OFF ON THIS POLICY:**

See Trainers Module: The Importance of a Whole School Policy 1. Formulating an Effective Policy Consultation and Collaboration with the School Community 2. Steps of Consultation Process

B I U           

REFERENCE TO ANY MINISTERIAL / LEGAL / UN STATEMENTS OR CHARTERS ON BULLYING OR CHILDREN'S RIGHTS:

Source from your own country, the EU or UN. See Report 01, chapter 2 – Current Situation

B I U           

## BROWSING LOS

The user will have the ability to browse through the uploaded LOs by certain predefined Categories.

[Browse LOs](#)

BULLYING SCENARIO | CASE STUDY | EDUCATIONAL ACTIVITY

<b>School</b> <hr/> <ul style="list-style-type: none"> <li>• <a href="#">test.partner.edit.2</a></li> <li>• <a href="#">BE</a></li> <li>• <a href="#">test.cs</a></li> <li>• <a href="#">Demo.Post</a></li> </ul>	<b>School Yard</b> <hr/> <ul style="list-style-type: none"> <li>• <a href="#">test.cs</a></li> <li>• <a href="#">TEST</a></li> <li>• <a href="#">Demo.Post</a></li> </ul>	<b>To and From School</b> <hr/> <ul style="list-style-type: none"> <li>• <a href="#">test.partner.edit.2</a></li> <li>• <a href="#">mpla.mpla</a></li> <li>• <a href="#">TEST</a></li> <li>• <a href="#">Demo.Post</a></li> </ul>
<b>Classroom</b> <hr/> <ul style="list-style-type: none"> <li>• <a href="#">BE.partner.test.edit</a></li> <li>• <a href="#">BE.partner</a></li> <li>• <a href="#">Demo.Post</a></li> <li>• <a href="#">Demo.post.33</a></li> </ul>	<b>CASE STUDIES</b> <hr/> <ul style="list-style-type: none"> <li>• <a href="#">test.partner.edit.2</a></li> <li>• <a href="#">test.cs</a></li> <li>• <a href="#">testing.images.author</a> <ul style="list-style-type: none"> <li>• <a href="#">TEST</a></li> </ul> </li> <li>• <a href="#">Demo.Post</a></li> <li>• <a href="#">Demo.post.33</a></li> </ul>	<b>Bullying Episode</b> <hr/> <ul style="list-style-type: none"> <li>• <a href="#">BE.partner.test.edit</a></li> <li>• <a href="#">BE</a></li> </ul>
<b>LOs</b> <hr/> <ul style="list-style-type: none"> <li>• <a href="#">BE.partner.test.edit</a></li> <li>• <a href="#">test.partner.edit.2</a></li> <li>• <a href="#">testing.images.author</a></li> <li>• <a href="#">TEST</a></li> <li>• <a href="#">Demo.Post</a></li> <li>• <a href="#">Demo.post.33</a></li> </ul>		

## My DASHBOARD

This is a devoted section where each user can see his uploaded Los (Bullying Episodes, Case Studies, Educational Activities) with the abilities to edit or delete them.

Case Study Title	Case Study Excerpt	Actions
test cs	Why this action was bullying? *Please use one of the theoretical definitions to support your statement	<a href="#">Edit</a> <a href="#">Delete</a>
TEST	TEST_esc_textarea_esc_textarea #header h1 a { display: block; width: 300px; height: 80px; } Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Vestibulum tortor quam, [...]	<a href="#">Edit</a> <a href="#">Delete</a>
Demo Post	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Vivamus magna. Cras in mi at felis aliquet congue. Ut a est eget ligula molestie gravida. Curabitur massa. Donec eleifend, libero at [...]	<a href="#">Edit</a> <a href="#">Delete</a>

These buttons will also be available through the single view of the Los from the Home Page, the Browsing Capability, Search e.t.c. :



 [Edit](#)  [Delete](#)

👤 Eleni Preza 📅 June 30, 2015 📁 CASE STUDIES, Classroom, LOs, School, School Yard, To and From School 💬 1 Comment

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Header	Header	Header
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1 Comment Already

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**TEST** ▶



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Search for:

The following tests for the users to take after they study the corresponding material, will be available through the platform:

- Multiple Choice Questions – Trainers Module



## Multiple Choice Questions – Trainers Module

**Which of these is a strategy to combat Disruption in the classroom?**

- ☐ Establishing a mediation programme
- ☐ Establishing projects so students have to work together using dialogue and negotiation
- ☐ Carry out an analysis about who is not motivated

**Which of these is NOT a reason Conflict, Indiscipline & Disruption are a risk for bullying?**

- ☐ Students learn how to use aggression to get what they want
- ☐ A deterioration of the environment within the school
- ☐ An increase in a sense of camaraderie between participating students

**Which of these is not true? Reporting Systems need to be...**

- ☐ Centralised and well maintained
- ☐ Private and viewable only by staff
- ☐ Non-stigmatising
- ☐ Used to help identify the vulnerable

**Which of these is true? A whole school approach...**

- ☐ Builds and reviews annually its policy and practice so that bullying is consistently and effectively addressed
- ☐ Relies primarily on the utilisation of outside experts to evaluate the implementation and effectiveness of the process
- ☐ Establishes a firm permanent approach to bullying that does not alter

**Which of these is true? Student involvement in the process of change....**

- ☐ Should be restricted to the design of anti-bullying materials
- ☐ Should not include direct involvement in preventing or dealing with bullying
- ☐ Should include the development of student groups, peer mediation, and inclusion in the development of ways to challenge bullying

**Nothing undermines a new policy change more than...**

- ☐ Not placing it within a legal framework
- ☐ A poorly worded and presented document
- ☐ Distributing it to the students to bring home
- ☐ The perception that those in authority are not living up to the behaviours demanded of others

**The No Blame Approach...**

- ☐ Absolves students involved in bullying issues from responsibility in order to end the problem.
- ☐ Places more responsibility for solving bullying problems on those involved
- ☐ Is a punitive approach to dealing with bullying incidents

- Multiple Choice Questions – Universal Module

## Multiple Choice Questions – Universal Module

### Welcome to

Multiple Choice Questions – Universal Module

You can take the quiz as many times as you want.

But first be sure that you have studied the corresponding material

Good Luck!

---

#### Relational & Social Bullying manifests as...

- ☐ The manipulation of victims via extortion and blackmail
- ☐ The manipulation of the victim via the direct targeting of the victims siblings and friends networks through threats and physical aggression
- ☐ The manipulation of social connections or relationships by ignoring, excluding or isolating the victim.

#### Which of these should a teacher do to support a victim?

- ☐ Publically draw attention to someone being victimised in class
- ☐ Openly discourage bullying behaviour
- ☐ Not challenge single acts of aggression

#### Which of these should a parent do to support a victim?

- ☐ Allow them to withdraw from social interactions with others
- ☐ Assure them it's okay to tell
- ☐ Immediately remove their child from the class/school
- ☐ Ask their child what they did to provoke the bully

#### Bullying has long term effects only on...

- ☐ The Victim
- ☐ The Bystanders
- ☐ All of the above
- ☐ The Bully

#### Which of these are characteristics of a bully? (tick all that apply)

- ☐ May have been bullied themselves
- ☐ Have high levels of self-control
- ☐ They see aggression as favourable
- ☐ They are empathic
- ☐ They are not anxious
- ☐ Have a strong need to dominate

#### In Primary Schools the location that tends to be most widely reported where bullying occurs is...

- ☐ Classroom
- ☐ Sportsgrounds
- ☐ Playground
- ☐ School Toilets

The user after taking the test will be able to see the immediately results and receive the results by email.