SABE PROJECT - STRENGTHENING ANTI-BULLYING EFFORTS: ADDRESSING VIOLENCE IN SCHOOLS AROUND EU
2024-1-BG01-KA220-SCH-000248175

TEACHER TRAINING CURRICULUM

Practical Guide for Preventing and Addressing Bullying in Schools

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We highly appreciate their cooperation, professional expertise and contribution to the development of content focused on the prevention of and response to bullying in school settings. The collective efforts of the partnership have turned this guide into a practical resource for teachers and school professionals, supporting the creation of a safer, more inclusive and respectful school environment for all students.

Disclaimer

This document was developed within the framework of the project SABE – Strengthening Anti-Bullying Efforts: Addressing Violence in Schools around Europe, No. 2024-1-BG01-KA220-SCH-000248175, co-funded by the Erasmus+ Programme of the European Union.
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CONTENTS

Module 1: Understanding Bullying Dynamics 6

Module 2: Root Causes and Responsible Responses 25

Module 3: Early Intervention and Preventive Measures 44

Module 4: Curriculum Integration Across Subjects 53

Module 5: Constructive Parent Partnerships 75

Module 6: Responding to Cyberbullying 92

Module 7: Creating a Safe School Environment 108

Conslusion 129

References 131

Introduction

This practical guide was developed within the framework of the SABE – Strengthening Anti-Bullying Efforts project and aims to support teachers and school professionals in preventing, identifying and effectively addressing bullying in school settings.

It brings together theoretical guidance, practical activities and ready-to-use tools focused on understanding the dynamics and root causes of bullying, early intervention, building responsible responses, working with parents, addressing cyberbullying, and creating a safe, inclusive and supportive school culture. The guide promotes a whole-school approach, in which all teachers, students, families and members of the school community play an active role in building an environment based on respect, empathy, safety and belonging.

The guide is intended for teachers, school professionals, school psychologists, pedagogical counsellors and trainers working on the prevention of and response to bullying in school settings. It can be used in teacher training, for individual preparation, for teamwork within schools, or for planning activities with students.

The modules can be followed sequentially or used independently, depending on the needs of the school, the age of the students and the specific situations being addressed. Each module includes a brief theoretical foundation, expected learning outcomes, practical activities, reflection questions and additional resources.

When using the guide, it is important that the activities are carried out in a calm, respectful and safe atmosphere, as topics such as bullying, exclusion, aggression and cyberbullying may be sensitive for participants. The guide does not replace official school policies and child protection procedures, but complements them with practical tools for prevention, early identification and supportive response.



Bullying is a form of violence frequently observed among school-aged children and adolescents, manifesting in physical, verbal, social, and digital contexts. It has serious developmental, psychological, and social consequences—not only for the victims but also for the perpetrators, bystanders, and the overall school climate. Supported by the European Union, the SABE (Strengthening Anti-Bullying Efforts) Project presents the WP2.2 Teacher Training Curriculum as a multi-dimensional and holistic strategy to combat bullying within school communities.
This training program aims to enhance teachers' capacity to effectively address bullying, implement early intervention strategies, and promote safe and inclusive school environments. It also seeks to equip educators with the tools to foster empathy among students, empower bystanders, and build strong partnerships with families and the wider community.

The program covers the following core themes:
➔ Understanding Bullying: Insights into the root causes, types, psychological aspects, and age-specific manifestations of bullying.

➔ Intervention Strategies: Identifying both overt and subtle signs of bullying and applying effective intervention techniques.

➔ Promoting Supportive School Environments: Strategies for creating inclusive and positive school climates.

➔ Empowering Students: Practical methods for developing empathy, emotional intelligence, and encouraging student voice.

➔ Engaging Parents and Communities: Guidelines to improve home-school communication around bullying Case Scenarios.

➔ Addressing Cyberbullying: Raising awareness about digital risks and implementing protocols for responding to online bullying.

This model is not solely knowledge-based but also incorporates interactive methods such as role-playing, case studies, psychoeducation, and interdisciplinary collaboration. It is fully integrated with the “Where am I?” social-emotional learning program, implemented by the Üsküdar District Directorate of National Education’s Guidance and Research Center (RAM). This integration ensures sustainable strategies that support student development. The training model aims to equip teachers with practical tools adaptable to their specific school environments and local needs.



MODULE 1

UNDERSTANDING BULLYING DYNAMICS

Introduction & General Overview

Developing effective strategies to combat bullying requires an understanding of its dynamic nature. Owens' Theory of Bullying Dynamics (1996) argues that bullying is not merely an individual problem but a process shaped by group interactions and social roles. This theory urges teachers to consider not only perpetrators and victims but also bystanders within the student body. Additionally, Bronfenbrenner's Ecological Systems Theory (1979) highlights the multi-layered environmental factors that influence individual development, suggesting that addressing bullying requires interventions not only at the individual level but also across family, school, and community systems. Bandura's Social Learning Theory (1977) reinforces the idea that children learn bullying behaviors through modeling and observation, emphasizing the responsibility of teachers and adults to act as role models.

This module, informed by these theoretical frameworks, enables teachers to assess bullying case scenarios from a more holistic perspective. It aims to convey that bullying does not stem solely from individual tendencies but is closely tied to social relationships and school culture. This approach is further supported by international policy documents. For instance, UNESCO (2017) emphasized that violence and bullying in school settings are linked not only to individual factors but also to structural and cultural dynamics. Similarly, the European Union (Publications Office of the European Union, 2023) advocates for a systemic approach in school policies to effectively prevent bullying.

The module provides teachers with tools to develop strategies for fostering safe relationships in the classroom and to observe student behaviors through the lens of group dynamics. In doing so, teachers can take preventive actions at both the individual and systemic levels.

This approach supports the SABE Project's whole-school strategy: rather than focusing solely on individual interventions, it aims to create an inclusive, safe, and supportive environment across the entire school. Findings from the European Commission (NESET, 2019) also show that holistic school policies have a lasting impact in the fight against bullying. The overarching goal of this module is to help teachers more accurately identify bullying, recognize early risk factors, and actively contribute to the development of school policies. The key benefits for teachers include the ability to analyze power dynamics among students, implement empathy-based interventions, and develop leadership skills that can foster positive change throughout the school community.

Module Structure and Duration

This module consists of four main units designed to help participants understand, observe, and reflect on the core dynamics of bullying. Each unit is approximately 25–30 minutes long. The units are designed based on principles of constructivist, participatory, and experiential learning.

Unit	Title	Duration
1	What Is and Isn't Bullying?	30 minutes
2	How Does Bullying Start?	30 minutes
3	How Does Bullying Spread?	30 minutes
4	The cycle of Bullying	30 minutes

Total duration: 120 minutes

Learning outcomes

Upon completion of the module, participants will be able to:

- Define the phenomenon of bullying and distinguish interactions at individual, group and systemic level.
- Explain how bullying begins, spreads and is sustained over time, and analyse the roles of the participants in these processes.
- Recognise the different roles within the bullying cycle and assess the empowering importance of the roles of witnesses and bystanders.
- Apply an understanding of bullying dynamics to classroom case studies and develop preventive interventions by recognising students' social roles.
- Develop skills for observing, analysing and strategically planning social interactions in order to create a safe and inclusive learning environment in the classroom.

UNIT 1: Recognizing and Understanding Bullying – Is It Bullying or Not?

Introduction

In school life, we all occasionally encounter conflicts, disagreements, or challenging behaviors. However, not all of these experiences qualify as "bullying." In this unit, we will discuss what bullying is, which behaviors fall under the definition of bullying, and what characteristics lead us to identify an case scenario as bullying.

Our goal is to develop a clear understanding that allows us to distinguish bullying from ordinary arguments, fights, or isolated acts of aggression.

Duration: 30 minutes

Key concepts: Power imbalance, intentionality, repetition, and types of bullying.

Target groups: Primary school, middle school, and high school teachers

Required materials: Pre-prepared case study cards, Information Cards

Objectives: To discuss and define the basic concepts of the SABE Training Program with participants.

Learning outcomes:

- Participants will acquire basic knowledge of the concepts related to bullying.
- Participants will recognise the individual and environmental factors related to bullying, as well as the connections between them.
- Participants will be able to distinguish between different types of bullying, including physical, verbal, social bullying and cyberbullying.

Methodology: Question and answer - Sample Case Cards - Find the Theory Exercise



Implementation steps
Share the word "BULLYING" in capital letters on the screen.
Instruction: What does the word 'bullying' bring to mind? Please write any words or short phrases that come to mind in the chat box.

"How might bullying be perceived in different cultures? How might these perceptions influence students' behavior and interactions with one another?"
Start a brief discussion. Participants can share their thoughts via microphone or write in the chat box.

Bullying: The act of harming another individual in a systematic, intentional, and power-imbalanced manner.

ACTIVITY: "IS IT BULLYING OR NOT?"

Steps: Participants are presented with the following examples. They discuss each example and decide:
Is this "bullying"? Why?

Examples:

1. A student steals another student's bag during recess as a joke.
2. A group of students constantly exclude and laugh at the same friends.
3. Two students fight during a football game.
4. A student mocks a classmate's photo on social media.

Objective: For participants to question and clarify the concept of bullying in terms of power imbalance, intent, and repetition.

Characteristics of bullying:
• Intentionality: There is an intention to cause harm.
• Repetition: The behaviors are consistent or occur repeatedly over time.
• Power imbalance: Superiority is established through differences such as physical strength, social status, or group support.

Important note: One-time fights or conflicts between two students of equal strength are not generally considered "bullying." The key difference here is the systematic use of power. (10 min)

Bullying is not just an individual problem; social environment, relationships, and learned behaviors also play a role. In fact, different scientists have developed various theories to explain this situation. Now let's take a quick look at three basic perspectives that help us understand the causes of bullying.

Brief Introduction to Theories:

1. **Bullying Dynamics Theory (Owens, 1996):**

Bullying is shaped by power relationships and social roles within a group. In other words, roles such as bully, victim, and bystander develop over time and influence the dynamics of the group.

2. **Ecosystem Theory (Bronfenbrenner, 1979):**

The individual's environment—factors such as family, friends, school environment, and society—play a role in the emergence and continuation of bullying. Bullying is not just an individual phenomenon, but a social one.

3. **Social Learning Theory (Bandura, 1977):**

People learn behavior by observing and modeling others. If a child sees examples of bullying being rewarded or ignored in their environment, they may learn and repeat this behavior.

Summary: “These three theories show us that bullying is fueled by both individual and environmental factors. Now, within this framework, we will take a closer look at how bullying develops and how we can intervene in school environments.”

ACTIVITY: "FIND THE THEORY!"

Duration: 5 -7 minutes

Objective: To distinguish between bullying theories and understand their basic characteristics.

Method of implementation:

- Give participants the following three statements.
- Ask them to guess which theory each statement belongs to.
- After they have finished guessing, evaluate the correct answers together.

🧩 **Statements:**

A. “Bullying behaviors are shaped by establishing power balances within a group. Whoever is powerful or receives support, those behaviors become stronger.”

(_____)

B. “People learn by observing behaviors in their environment. If bullying is modeled, it is learned and applied.”

(_____)

C. “Environmental layers such as family, school, and society influence an individual's behavior. Bullying is not just an individual choice, but also a product of the social environment.”

(_____)

✅ Correct answers:
• A → Bullying Dynamics Theory (Owens)
• B → Social Learning Theory (Bandura)
• C → Ecosystem Theory (Bronfenbrenner)



ACTIVITY: THE MAP OF BULLYING

Duration: 20 minutes

Objective: For participants to be able to distinguish between different types of bullying (physical, verbal, social, cyber) and understand which category various situations fall into.

Required materials: Flipchart or whiteboard, markers, printed "sample situation cards", tape.

Steps:

Create four large headings on the whiteboard:

- Physical Bullying
- Verbal Bullying
- Social Bullying
- Cyber Bullying

Prepare and print the "sample situation cards" before the activity. Give each participant one or two cards.

Ask participants to place each situation under the correct type of bullying. After all cases have been placed, hold a short discussion for each type: *"Can this behaviour be classified as more than one type of bullying?"*

Sample Case Scenario Cards

Physical Bullying:

- A group of students forcefully take a friend's bag and throw it on the ground.
- A student repeatedly pushes another student by shoving their shoulders during recess.

Verbal Bullying:

- A student constantly calls another student "stupid."
- Another student makes derogatory comments about a friend's physical appearance.

Social Bullying:

- A group of students deliberately excludes a new student from all social activities.
- Gossip causes a student to be excluded by their peers.

Cyberbullying:

- A student shares a friend's photo on social media without permission and makes fun of them.
- Humiliating comments about a student are being spread through instant messaging apps.

UNIT 2: How Does Bullying Start? The First Steps of Bullying

Introduction

Bullying rarely begins suddenly. Small disagreements, personal conflicts, and subtle, often unnoticed behaviors can combine to form the initial steps of a bullying case scenario. In this unit, we will discuss how bullying begins, what factors contribute to it, and how it can escalate if not recognized early on. Early intervention is critical during the initial stages of bullying, as seemingly harmless behaviors—often perceived as jokes—can grow into serious problems over time. At this stage, the indifference of bystanders and the emergence of power imbalances can contribute to the progression of bullying.

Duration: 30 minutes

Key concepts: Onset of Bullying, Power Imbalance, Environmental Influences, Escalation of Minor Behaviors, Silence and Anxiety.

Target groups: Primary school, middle school, and high school teachers

Required Materials: Case scenario cards

Objectives: Participants are expected to understand the factors that contribute to the onset of bullying and experience this process through small group discussions.

Learning outcomes:

- Participants will be able to identify the key factors involved in the early stages of bullying.
- Participants will recognize emerging power imbalances and develop empathy.
- Participants will detect early warning signs of bullying and formulate preventive strategies.

Methodology: Small group work – Case Study – Large Group Discussion



Implementation steps

Facilitator: Provides a brief introductory explanation and then asks participants an opening question:
"In your opinion, how does bullying start in a group or at school?"
A few participants share their responses. This will be used for further discussion within the group. (5 minutes)

ACTIVITY: SCENARIO PRESENTATION

Participants are given the following short scenario:
A group of friends gathers at school. At first, everything seems normal, but one child (Ali) begins to behave a bit differently from the rest. Some friends start to belittle his differences, make jokes, and occasionally direct mocking comments at him. At first, no one says anything, but over time, these behaviors become more frequent. Eventually, the teasing and exclusion become normalized, and Ali, having lost his status within the group, becomes isolated.

After hearing the scenario, participants are asked to reflect on the following questions:

- *How does bullying emerge in this scenario?*
- *How can small, unnoticed behaviors escalate over time?*
- *What impact might these types of behaviors have on group dynamics?*

Small group discussion (7 minutes)
Participants are divided into small groups (3–4 people). Each group discusses the questions mentioned above and explores the factors involved in the early stages of bullying. After the discussion, each group will share their findings with the larger group. Example group response:
"Bullying often starts with small, mocking jokes. If those around ignore it, the situation escalates and can turn into serious bullying."

Whole-class sharing (5 minutes)
Each group shares the key points from their discussion with the class. The facilitator highlights the key factors involved in the early stages of bullying:

- **Power Imbalance:** A power imbalance within a group can trigger bullying. Those in stronger positions may exclude or target those perceived as weaker.
- **Accumulation of Minor Behaviors:** What initially seems like harmless teasing can, when repeated over time, turn into bullying.
- **Silence and Anxiety:** The indifference or inaction of bystanders can contribute to the escalation of bullying.

Summary:
Bullying often begins with small, seemingly harmless behaviors that go unnoticed at first. If not addressed, these behaviors can escalate. The indifference of the surrounding environment plays a significant role in the spread of bullying. Power imbalances, silence within the group, and the disregard of minor behaviors can lead to bullying becoming systematic. Early intervention is critical to preventing bullying before it becomes a more serious issue.

The early signs of bullying may appear minor, but if left unchecked, they can lead to serious consequences. Therefore, recognizing and preventing bullying in its initial stages is of vital importance. (5 minutes)



UNIT 3: How Does Bullying Spread? The Bullying Chain

Introduction

Although bullying may begin as a small incident, it can quickly spread through social interactions and group dynamics. In this unit, we will examine how bullying spreads and which factors contribute to this process. Bullying can expand rapidly due to bystander inaction, increasing power imbalances, and group pressure. Its spread is a complex process influenced not only by individual actions but also by the participation or indifference of everyone in the group. Over time, bullying behaviors may become normalized and turn into ongoing interactions among group members.

Duration: 30 minutes

Key concepts: Group Dynamics, Power Imbalance, Indifference and Silence, Social Acceptance
Target groups: Primary, middle, and high school teachers
Required materials: Role cards (Bullying Chain), Scenario text
Objectives: Participants will analyze how bullying spreads from an individual behavior to a group dynamic and assess the roles individuals play in this process.
Learning outcomes:

- Participants will be able to analyze how bullying incidents spread.
- Participants will develop sensitivity to the processes through which bullying spreads.
- Participants will develop strategies to prevent the spread of bullying.

Methodology: Role-play, Q&A, Large Group Discussion



Implementation steps
The facilitator begins with a brief introductory explanation:
"Although bullying may start with one individual, the responses of others and group dynamics can contribute to its spread. This process often begins with small, unnoticed signals and gradually becomes normalized. In this unit, we will explore how bullying spreads."

Key point:
Bullying, initially targeting a single individual, can quickly spread through group dynamics.

The facilitator then asks the opening question:
"Once bullying starts, why and how do you think it spreads?"
(A few brief responses are taken from participants.)

ACTIVITY: BULLYING CHAIN

The following short scenario is read to participants or distributed in writing. (If necessary, you can project it onto a board.)
Tolga is physically overweight, so a group of friends starts calling him "Tombik." At first, only one person calls him this. Over time, some of his friends start using the nickname too. Some laugh at the words, while others watch silently. As days go by, it becomes clear that the student is becoming isolated and excluded from the group.

- Role cards (Bully, Supporter, Laugher, Silent Observer, Observer) are distributed randomly according to the number of participants.
- Each card contains only the instructions for that role.
- Each participant will act out the behaviors on their card.

Roles:
- The initiator – the student who starts the bullying
- Joiners - those who continue the bullying
- Laughing/passive supporters
- Silent witnesses

Remember:
The bullying chain can only be broken through awareness and intervention. Everyone has a role, and everyone can help stop this chain.

Initiator (The One Who Starts the Bullying)	You notice that Tolga is overweight and say to your friend in the back row: **"Tubby Tolga!"** You start laughing along with other students.
Joiners (Those Who Continue the Bullying)	You start using the nickname "Tubby Tolga" that Arda said. You call him "Tubby" or make other mocking comments about his weight.
Laughers (Passive Supporters)	You laugh at what is said to Tolga. You don't say anything; you just find it entertaining.
Silent Ones (Bystanders)	You watch what is happening but say nothing. You neither laugh nor speak.

The following questions are discussed:

- How did bullying spread in this example?
- Which behaviors directly or indirectly supported the bullying?
- Would the process have developed differently if no one participated in the bullying?
- What purpose did the silence serve?
- How did the social roles within the group influence the situation?

What did we learn today?

- Bullying usually does not start with just one person; it grows over time with the reactions of those around.
- A nickname, a facial expression, a laugh, or even silence... all can contribute to the spread of bullying.
- Those who observe, laugh, or stay silent become part of the bullying process, just like the perpetrator.
- Staying silent, even unintentionally, empowers the bullying.
- Group dynamics can sometimes push individuals into unwanted roles. However, recognizing and breaking this cycle is possible.

UNIT 4: How Does Bullying Become a Habit? The Bullying Cycle

Introduction

Although bullying is often perceived as an individual issue occurring solely between the bully and the victim, in reality, many people and social interactions contribute to the process. Bullying behavior in a school setting is not limited to the actions of a single individual; bystanders, supporters, and those who remain silent also play a significant role in sustaining these behaviors.

This forms the basis of what is known as the "bullying cycle." n this unit, we will explore why and how bullying becomes persistent, as well as the roles and social dynamics that fuel this process. We will discuss the influence of group interactions and observed behaviors in making bullying a long-term issue.

Duration: 30 minutes

Key concepts: Bullying Cycle, Power Relations, Social Learning, Victim Isolation, Bystanding and Passivity, Psychological Impacts

Target groups: Primary, middle, and high school teachers

Required materials: Role cards, Scenario cards (social exclusion scenario example), Reflection question cards

Objectives: Participants will analyze the bullying cycle, understand why bullying becomes persistent, and develop strategies to break this cycle.

Learning outcomes:

- Participants will analyze the stages of the bullying cycle and explain how bullying becomes continuous.
- Participants will develop empathy by understanding the psychological effects of the bullying cycle on both victims and bystanders.
- Participants will recognize the bullying cycle and develop school-appropriate strategies to interrupt and prevent it.



Implementation steps

The facilitator asks a question:

"Why does bullying sometimes not remain a single incident, but instead spreads and becomes continuous?"

A few participants share their answers.

Question:

"Is bullying only between the bully and the victim?"

Answer:

Bullying is not simply an interaction between two individuals. The attitudes of those around can either strengthen or stop the behavior.

Question:

"Who do you think takes part in the bullying cycle?"

Answer:

- Bully: The person initiating the harmful behavior.
- Victim: The person being targeted.
- Passive Bystander: Observer who does not intervene.
- Supporting Bystander: Person who indirectly supports the bully.
- Defender: Person who intervenes to protect the victim.

Question:

"In your opinion, which role is the most critical in this cycle? Why?"

ACTIVITY: "RECOGNIZE THE ROLES – UNDERSTAND THE CYCLE"

Now, let's analyze how the roles in the bullying cycle influence one another through a scenario involving social exclusion.

Group Setup:

Each group consists of 5 participants (Bully, Victim, Passive Bystander, Supporting Bystander, Defender).

The facilitator divides participants into groups of 5. Each group receives the same scenario and draws different role cards

1. Bully – Zeynep
2. Victim – Ayşe
3. Passive Bystander
4. Supporting Bystander
5. Defender – Meryem)

ACTIVITY: "RECOGNIZE THE ROLES – UNDERSTAND THE CYCLE"

Scenario:
During recess, Ayşe approaches her group of friends, but Zeynep (the bully), who is the group leader, says: *"We are discussing something private right now, you shouldn't join us."* Some group members (supporting bystanders) turn their heads or giggle. Other friends (passive bystanders) silently observe.
Meryem (defender) tries to intervene by saying: *"Ayşe is our friend. Why are you excluding her?"*

Instructions:
Groups perform a short role-play of the scenario. The goal is not simply to read the script, but to demonstrate the bullying cycle through their actions.

Post role-play group discussion: Each group analyzes the scenario by answering the following questions:

- How did the bullying start? Which role and behavior supported the cycle?
- What were the main factors that strengthened the cycle?
- How did the defender's role make a difference?
- How might this cycle become continuous over time?

Each group summarizes their observations in 2–3 points and writes them on a flipchart. All groups briefly present their analysis. The facilitator emphasizes how repeated interactions within the cycle contribute to the persistence of bullying.

Follow-up reflection questions:

- *Under what conditions is this cycle difficult to break?*
- *Why does passivity enable bullying to continue?*
- *Is it possible to change our role?*

Key points

- Bullying is not simply an interaction between the bully and the victim; roles like passive bystander, supporting bystander, and defender also influence the process.
- Social Reinforcement: Children observe, imitate, and repeat behaviors they witness in their environment.
- Bullying Cycle: Children learn behaviors by observing one another. The bullying cycle becomes continuous through these observations and the reactions of the group. The bully's behavior is reinforced by responses such as applause, laughter, or indifference.



In this session, participants identified the social processes contributing to the persistence of bullying and recognized the key actors involved in the bullying cycle.

The bullying cycle consists of the bully, victim, passive bystander, supporting bystander, and defender. Interactions among these roles lead to the repetition and eventual normalization of bullying behavior. In particular, the attitudes of bystanders are a decisive factor in the continuation of bullying.

In this unit, participants analyzed how bullying behaviors become persistent through observation and reinforcement within the framework of social learning theory, and they understood how the cycle is fed by evolving social norms.

By the end of the session, participants reached a level where they can explain why bullying becomes continuous.

Resources and tools

1. Printable Documents in PDF Format

- Activity Cards

‣ Role cards designed for use in Unit 2: "How Does Bullying Spread?" and Unit 4: "The Bullying Cycle."

‣ Activity Cards - Roles and Descriptions (PDF)

- Group Discussion Guide - Developed to support peer interaction.

‣ Discussion Guide (PDF)

Participant Information and Feedback Form - Used for participant evaluation at the end of the training.

‣ Feedback Form (PDF)

2. Presentations / Slides

PowerPoint presentations that visualize the basic explanation of each unit are as follows:

Unit 1: How Does Bullying Start? ‣ Presentation File - Unit 1 (PPT)

Unit 2: How Does Bullying Spread? ‣ Presentation File - Unit 2 (PPT)

Unit 3: Who Is Involved? ‣ Presentation File - Unit 3 (PPT)

Unit 4: The Bullying Cycle ‣ Presentation File - Unit 4 (PPT)

Appendix I – Assessment Tools

This appendix contains assessment forms and observation tools that the trainer can use during the module:

- Participation and Observation Form (for the trainer)
- Pre-Test/Post-Test Form (for participants)
- Short Open-Ended Feedback Questionnaire ‣Assessment Tools Set (PDF)

Teacher Reflection & Quiz (Optional)

The teacher reflection and quiz materials can be found in Annex III Quizpack

Module Evaluation

The Participant Feedback Form is provided in Annex IIA of the Trainer Guide. Trainers are required to distribute the form at the conclusion of each training session and collect completed forms for quality assurance and reporting purposes.



02

MODULE 2

ROOT CAUSES AND RESPONSIBLE RESPONSES

Introduction & General Overview

In order to address and prevent bullying, it is essential to understand its roots and how to appropriately respond to situations that may arise. According to Olweus (2013) bullying is recognized as a problem all over the world, usually defined as behaviour that is aggressive, intentional, repetitive and that contains an imbalance of power whereby the victimized youth has difficulties defending him/herself.

When talking about bullying, Olweus says there are three key things that need to be there:

- intentionality
- persistence over time
- asymmetry in the relationship (i.e. the victim must be unable or incapable of defending themselves)

Bullying is characterised by interaction between peers involving intentional aggressive behaviour, an imbalance of power/strength in the relationship and the duration of the "harassing" actions. Sometimes it is possible to accidentally say or do things that are offensive to others, but this is not the case with bullying: it is important to emphasise the deliberate nature of the behaviour, which is done on purpose to make a person feel intimidated, threatened or powerless.

Some of the main root causes of bullying can be *psychological insecurity, family environment, peer influence and cultural and social norms*. Effective responses require coordinated action at multiple levels—individual, institutional and social. The responsibly reaction to bullying foresees different levels such as individual interventions (victim support and addressing the bully's behavior), family involvement, anti-bullying programs in schools, promotion of culture of respect and differences.

The module provides teachers with the skills necessary to recognise bullying dynamics and respond responsibly to them using emotional intelligence and empathy in these circumstances.

Module Structure & Duration

This module consists of 3 main units designed to help participants prevent, understand and react on the acts of bullying. Each unit is approximately 40 minutes long.

Unit	Title	Duration
1	How bullying starts?	40 minutes
2	Emotional intelligence and empathy in bullies	40 minutes
3	What are responsible responses?	40 minutes

Total duration: 120 minutes

Learning outcomes

Through Module 2 Root Causes and Responsible Responses, the teacher will gain a deeper understanding of the different forms and dynamics of bullying. This includes recognizing verbal, social, physical, and cyberbullying, understanding how each manifest, and identifying early warning signs in students' behaviour.

The teacher will also develop awareness of the relationship between emotional intelligence, empathy, and aggression, learning how deficits in emotional awareness can lead to bullying behaviours. This knowledge will enable the teacher to assess students' emotional and social needs and to foster empathy and emotional regulation through targeted classroom practices.

In addition, the teacher will strengthen their ability to promote responsible and constructive responses to conflict. They will learn to guide students in recognizing bullying situations, managing their emotions, and responding ethically and non-violently.

By modelling and teaching responsible behaviour, the teacher will help students make thoughtful choices that promote safety, respect, and understanding within the school community.



Learning outcomes

The teacher will also gain competence in creating emotionally safe and inclusive learning environments. They will understand how to facilitate classroom activities that encourage empathy, inclusion, and positive relationships among students, such as discussions, role-playing exercises, and social-emotional learning projects.

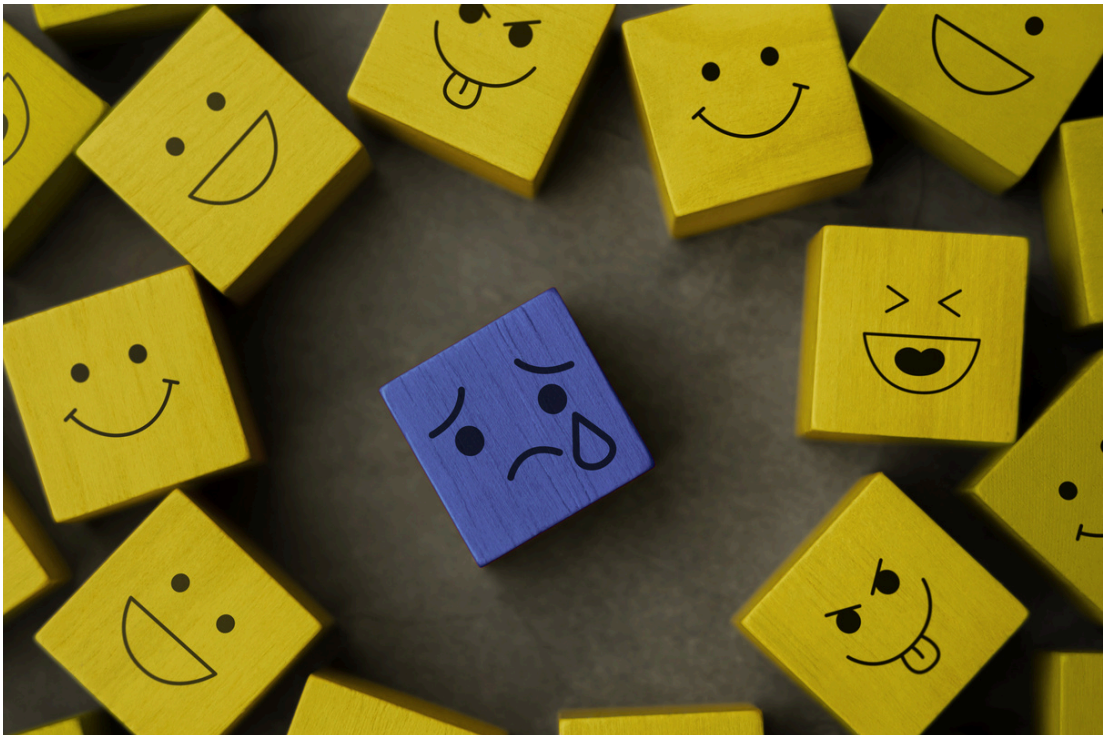
Finally, the teacher will acquire practical strategies for bullying prevention and intervention. They will be able to identify the psychological and social factors that contribute to bullying, develop appropriate intervention plans, and collaborate with families, peers, and the broader school community. Through these skills, the teacher will be equipped to build a respectful, compassionate, and secure learning environment where all students can thrive.

UNIT 1 – How Bullying Starts

Introduction

According to United Nations agencies, more than 246 million children suffer gender-based violence in or around schools every year, and one in three students' experiences bullying and physical violence. Bullying can occur anywhere: at school, in community centers, at home or on the web, and it comes in different forms that are more or less identifiable, because it can involve physical and verbal attacks (insults, teasing, threats, harm and other forms of intimidation or exclusion) but also indirect harassment, which affects the psychological sphere of the victim. In most cases, the perpetrator of such behavior acts in the shadows, outside the control of adults, although he or she often seeks spectators (peers who can admire its conduct).

The bullying can be defined as unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying can occur during or after school hours. While most reported bullying happens in the school building, a significant percentage also happens in places like on the playground or the bus. It can also happen travelling to or from school, in the youth's neighborhood, or on the Internet- in this case it's called Cyberbullying.



There are many different types of bullying but different acts of bullying can be mainly categorized in 4 groups:



VERBAL BULLYING

It includes saying or writing insulting and hurtful things. This may involve mocking, using offensive nicknames, making inappropriate comments, including comments of a sexual nature, ridicule, or threats to cause harm.

SOCIAL BULLYING

Sometimes referred to as relational bullying, involves hurting someone's reputation or relationships or exclusion. Social bullying includes leaving someone out on purpose, telling other children not to be friends with someone, spreading rumors about someone or embarrassing someone in public.





PHYSICAL BULLYING

Involves hurting a person's body or possessions. Physical bullying includes hitting/kicking/pinching, spitting, tripping/pushing, taking without permission or breaking someone's things and making mean or rude hand gestures..

CYBERBULLYING

Use of technologies such as email, mobile phones, chats, social networks or other online platforms to send offensive messages, images, comments or content that hurts, humiliates or frightens another person.



The bullyism can be caused by differences in race, sexuality, religion, disabilities and abilities, weight, height or anything that creates a difference between one person and another. Also the reasons bullying begins are equally diverse. Sometimes it is simply a matter of imitation, such as when one associates with other bullies and then mimics their behavior.

Similarly, being neglected at home can lead a teenager to misbehave simply because they want attention or feel the need to repeat the same kind of verbal abuse they hear at home. This is often due to insecurity, and the bully's behavior is a reaction to the threat of others discovering that they are full of fear and weakness, otherwise, the bully behaves in this way to exercise a position of power.

The bullying starts with victim identification, which than follows with the acts of bullyism. The bullies crave a reaction, whether from their victims, their peers or passers-by. And when they get a reaction, they consider desirable without any negative repercussions, it further encourages them to continue their bullying behavior. The control they are able to exert over others also nurtures their bullying behavior.

Oppositely, bullies who do not get the desired reaction or who are confronted by adults and/or peers who defend the person being bullied will typically back down and change their behavior or move on to other targets.



ACTIVITY: "THE BULLYING SPIRAL"

Objective: To help students recognise the various factors that contribute to bullying and understand how small actions or misunderstandings can escalate into more serious bullying behavior.

Duration: 40 minutes

Target groups: middle school, high school
This activity can be adapted and simplified for implementation in elementary school

Organisation: Divide students in small group of 3-5

Required materials:

- Whiteboard or large paper
- Markers or pens
- Post-it
- Scenario cards (optional)

Implementation steps

1. **Introduction** (5 minutes)

Begin by discussing what bullying is and the different forms it can take (verbal, physical, social, cyber). Ask the students:

- *"What do you think starts bullying behavior?"*
- *"Can bullying begin with small actions? How?"*

2. **Scenario discussion** (10 minutes)

Divide the class into small groups. Give each group a set of scenario cards. The cards should describe small, seemingly harmless actions or situations that could lead to bullying. Examples for scenario cards, please adapt them to your context:

- **A student makes a joke about someone's clothes.**
- **A group of friends starts ignoring one person during lunch.**
- **Someone is excluded from a group project or activity.**
- **One student start wearing glasses**

Ask each group to read their scenario and discuss how they think this could escalate into bullying. Have each group share their thoughts with the class.

ACTIVITY: "THE BULLYING SPIRAL"

The "Bullying Spiral" Chart (15 minutes)
On the whiteboard or a large sheet of paper, draw a spiral. Label the center as "The Beginning" and the outer rings as "Escalation." Starting from the center, have students brainstorm what small actions or feelings could start bullying (e.g., teasing, exclusion, rumors). As you move outward, explore how these actions could lead to more significant bullying behaviors, such as harassment or physical aggression.

Sample Bullying Spiral Progression:

- *The Beginning: A small comment or joke.*
- *Escalation 1: The target feels hurt, but keeps quiet.*
- *Escalation 2: The bully repeats the comment to others.*
- *Escalation 3: Others join in or gossip about the target.*
- *Escalation 4: The target feels isolated, experiences emotional distress.*
- *End Point: The target becomes a victim of sustained bullying.*

Reflection (10 minutes)
After filling out the spiral, ask the students to reflect on the following questions:
How do you think the person being bullied feels at different stages of the spiral?
What could the bystanders do to prevent the bullying from escalating?
How can we intervene early to stop bullying before it becomes harmful?

Wrap-up discussion
Discuss with the students the following key points:
The importance of addressing small issues before they escalate.
How small acts of kindness and inclusion can prevent bullying.
The role everyone plays in creating a positive and supportive school environment.

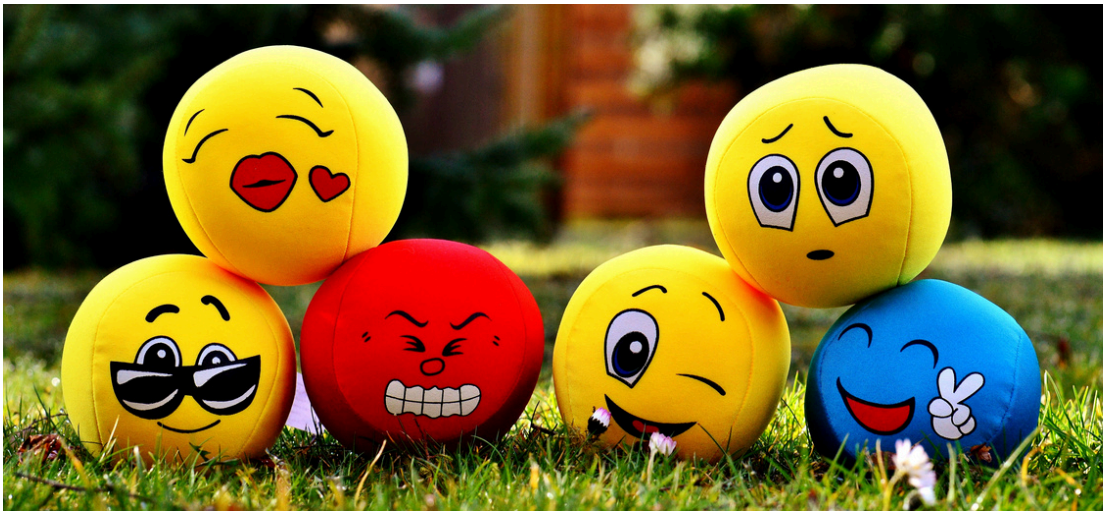
UNIT 2 – Emotional Intelligence And Empathy in Bullies

Introduction

Empathy and emotional intelligence are fundamental individual skills that can enable adolescents to develop less aggressive and more empathetic behaviors. According to global educational and psychological studies, a significant proportion of students who engage in bullying behavior exhibit low levels of emotional intelligence and empathy. These students often struggle to recognize, understand, and manage their own emotions, as well as to identify and respond appropriately to the emotions of others. Emotional intelligence refers to the ability to perceive, control, and express emotions effectively and empathetically, while empathy is the capacity to understand and share another person's feelings and perspective. When these essential social-emotional skills are underdeveloped, they can manifest in aggressive, manipulative, or indifferent behaviors toward peers.

The lack of empathy and emotional awareness is frequently observed in bullies, who may use intimidation, exclusion, or aggression to gain control or social dominance. In many cases, bullying behavior is not solely a product of cruelty or malice, but rather a reflection of unprocessed emotional pain, low self-esteem, or environmental factors such as neglect, violence, or poor emotional modeling at home.

A child who cannot recognize his or her own vulnerability may mask it through power-seeking actions, projecting internal discomfort onto others. By acting out dominance or control, the bully momentarily escapes feelings of fear, rejection, or insignificance.





Understanding bullying through the lens of emotional intelligence helps educators identify the underlying emotional deficits and relational challenges that sustain this behavior. Teaching empathy and emotional regulation can significantly reduce bullying incidents, as students learn to interpret emotional cues, consider the impact of their actions, and develop healthier social connections. When bullies are guided to reflect on their emotions and those of others, they begin to replace aggression with understanding and compassion.

The development of emotional intelligence and empathy is therefore a crucial component of any anti-bullying educational strategy. Schools can play a vital role in nurturing these skills through targeted activities, role-playing exercises, classroom discussions, and social-emotional learning programs.

When teachers model empathetic communication and create emotionally safe learning environments, they help both victims and perpetrators of bullying to grow emotionally, fostering respect, inclusion, and emotional balance within the school community.

ACTIVITY: EMOTION RECOGNITION

Emotion Cards or Faces Chart - primary school

Emotion recognition is a fundamental step in developing emotional intelligence. Many students who engage in bullying behaviors struggle to identify and articulate their own emotions, as well as to interpret the emotional states of others.

By helping students build emotional vocabulary and awareness, teachers can guide them toward healthier emotional expression and more empathetic social interactions. These exercises aim to increase students' ability **to notice, name, and understand emotions** in themselves and others, thereby reducing impulsive or aggressive responses and fostering self-reflection.

Through this activity, students will:

- Recognize a wide range of human emotions and their physical or facial indicators.
- Identify the link between emotions, thoughts, and behaviors.
- Develop greater emotional vocabulary and self-expression skills.
- Begin to interpret emotions in others with sensitivity and accuracy.

Activity implementation:

- Prepare visual aids displaying different facial expressions (e.g., happiness, anger, fear, sadness, surprise, disgust, shame). Teacher can use the smiley faces to present the concept to the students and ask each student to draw different facial expressions.
- Ask students to name each emotion and describe situations that might cause someone to feel that way.
- Discuss how these emotions can look similar or different in real people and how context helps interpret them correctly. Teacher should invite students (one on the time) to come in front and "act" different emotions.
- Extend the activity by linking emotions to physical sensations (e.g., "*When I'm nervous, my hands sweat,*" "*When I'm angry, my heart beats fast*").

ACTIVITY: PEER CONNECTION CIRCLES

Middle school

Peer Connection Circles — sometimes referred to as community circles or restorative circles — are structured group dialogues that allow students to express feelings, share experiences, and strengthen empathy and trust within the classroom community. These circles promote equality, inclusion, and mutual respect, helping to dismantle the social hierarchies and isolation that often sustain bullying behavior. When practiced consistently, Peer Connection Circles create a safe emotional space where students can reflect, listen, and connect. They help both victims and perpetrators of bullying to build self-awareness, take responsibility for their actions, and experience the power of empathy through authentic human interaction.

Through participation in Peer Connection Circles, students will:

- Develop active listening and respectful communication skills.
- Learn to express emotions and personal experiences constructively.
- Increase empathy by hearing diverse perspectives and emotional stories.
- Strengthen their sense of belonging and community in the classroom.
- Practice emotional regulation and conflict resolution in a safe, guided setting.

Note for teachers: The teacher acts as a facilitator, not a lecturer.
Their responsibility is to:

- Maintain a calm, accepting tone and model vulnerability when appropriate.
- Guide discussions back to emotional awareness and respectful communication when they drift.
- Acknowledge courage when students share something personal or difficult.
- Intervene gently if teasing or disrespect occurs, reminding students of the circle's purpose — empathy and connection, not judgment.

ACTIVITY: PEER CONNECTION CIRCLES

Teachers can use brief notes or emotion charts to track progress over time — for instance, whether students begin using more emotional vocabulary, listen more attentively, or show improved peer interactions outside the circle. Peer Connection Circles transform the social climate of the classroom. When students feel emotionally safe, seen, and heard, they are less likely to engage in aggressive or exclusionary behaviors. Bullies, in particular, benefit from these exercises as they learn to hear others' experiences without defensiveness and begin to understand the real emotional impact of their actions. Over time, circles can shift peer group norms — from competition and dominance to empathy, cooperation, and mutual respect.

Implementation steps

Arrange chairs in a circle so that everyone can see one another — no desks or barriers between participants.

Establish ground rules collaboratively, such as:

- ***"Speak from the heart,"***
- ***"Listen with respect,"***
- ***"No interruptions,"***
- ***"Confidentiality is respected."***

Use a "talking object" (a small ball, stone, or soft toy) that is passed around to indicate whose turn it is to speak. Only the person holding the object may talk, while others listen attentively.

Opening the Circle

Begin with a short mindfulness or breathing exercise to help students settle and become present. Introduce a theme for the session — for example:

- *"A time when I felt excluded."*
- *"Something that made me proud this week."*
- *"A way I showed kindness to someone."*
- *"How I handle anger or frustration."*



ACTIVITY: PEER CONNECTION CIRCLES

Sharing and Listening

Pass the talking object around the circle, allowing each student to share their thoughts or experiences if they feel comfortable.

Emphasize that participation is voluntary — students may choose to pass. Encourage nonverbal listening: nodding, maintaining eye contact, or showing understanding through body language.

Reflection and Group Discussion

After the sharing round, guide a brief reflection:

- *"What did you notice about how others felt?"*
- *"Was it hard to listen without interrupting?"*
- *"What did you learn about yourself or your classmates today?"*

Highlight emotional themes and moments of empathy that emerged naturally from the conversation.

Closing the Circle

End with a unifying activity — a collective affirmation, deep breathing, or gratitude round (e.g., "Name one thing you're grateful for today").

Reinforce the idea that everyone's emotions and experiences have value, and that mutual understanding strengthens the entire group.



UNIT 3 – What are Responsible Responses?

According to international education and child protection agencies, millions of students across the world face situations of bullying, discrimination, or peer conflict on a daily basis. These experiences can occur within classrooms, playgrounds, online environments, and community spaces, often in the absence of adult supervision. While much attention is focused on understanding the causes and consequences of bullying, it is equally important to teach students how to respond responsibly when such behaviors occur — whether they are the victim, the bystander, or even the person demonstrating bullying behavior. A responsible response involves recognizing the situation, managing emotions constructively, and taking appropriate actions that promote safety, respect, and empathy.

In the school context, responsible responses refer to thoughtful, ethical, and nonviolent ways of addressing conflict, provocation, or harm. They are grounded in emotional intelligence, empathy, and a sense of accountability. Students who develop these skills are better able to resist peer pressure, intervene appropriately when witnessing bullying, and seek help when needed. Conversely, when students respond with aggression, avoidance, or silence, they can unintentionally reinforce cycles of violence, exclusion, and fear within the school environment. Research indicates that children and adolescents often struggle to make responsible choices in emotionally charged situations. Many do not know how to respond without escalating conflict or becoming complicit in harmful behavior. They may fear retaliation, social rejection, or misunderstanding by adults. This highlights the crucial role of teachers in guiding students to recognize the range of possible responses and to understand which ones contribute to a positive and respectful school climate. Responsible responses are not limited to defending victims or reporting incidents. They also include emotional self-regulation, conflict resolution, and reflective decision-making — the ability to pause, think, and act in ways that align with moral and social values.

Students learn that their responses have consequences, and that responsible behavior can protect not only themselves but also others from harm. In fostering responsible responses, schools help children develop resilience, moral reasoning, and empathy. When students learn to respond rather than react, to think before acting, and to prioritize respect over retaliation, they contribute to a culture of safety, trust, and shared responsibility. Through consistent education, modeling, and practice, teachers can empower students to transform their instinctive reactions into conscious, responsible choices that build healthier relationships and more compassionate communities.

ACTIVITY: "STOP, THINK, CHOOSE"

Objective: To help younger students recognize situations that require a responsible response and to practice pausing before reacting impulsively.
Duration: 40 minutes
Target group: Primary school students
Required materials:

- Emotion flashcards (happy, sad, angry, scared, surprised)
- Situation cards (simple, age-appropriate scenarios such as: "Someone took your pencil," "Your friend pushed you in line," "You saw someone being laughed at," etc.)
- A "Stop–Think–Choose" poster (created together or provided by the teacher)

Implementation steps

1. **Warm-up discussion** (5–10 minutes)

Begin with a short talk about what it means to be responsible. Ask students:

- *"What do you do when someone makes you angry?"*
- *"How can we respond without hurting others?"*

Introduce the idea that a responsible response is one that helps solve a problem without causing more harm.

2. **Introduce the "Stop–Think–Choose" Strategy** (5 minutes)

Stop: Take a deep breath. Don't react right away.
Think: What am I feeling? What happened? What choices do I have?
Choose: Pick the response that is safe, kind, and fair.

3. **Role play** (15 minutes)

Divide the class into small groups. Give each group a situation card and ask them to act it out twice:

- First, showing an unresponsible reaction (e.g., shouting, hitting, ignoring).
- Then, showing a responsible response using the Stop–Think–Choose steps.

After each skit, discuss what made the second version better and how it made everyone feel.

3. **Reflection** (5 minutes)

Gather the class in a circle and ask:

- "Which step is hardest for you — Stop, Think, or Choose?"
- "How can we remind ourselves to use this at school?"

ACTIVITY: "THE POWER OF CHOICE"

Objective: To help students analyze real-life scenarios and explore how different responses — responsible or irresponsible — can change the outcome of a situation.

Duration: 40 minutes

Target group: Middle/high school students

Required materials:

Scenario cards (realistic middle-school examples) such as:

- *"Someone posts an embarrassing photo of your classmate online,"*
- *"A group of friends dares you to make fun of another student,"*
- *"You witness someone being excluded from a group project."*

A large paper or whiteboard divided into three columns labeled **React, Reflect, Respond**

Implementation steps

1. **Discussion starter** (5–10 minutes)

Begin by asking students to think of a time when they reacted quickly and regretted it. Discuss how emotions can influence decision-making.Introduce the difference between reacting and responding:

- *Reacting is quick, emotional, and often careless.*
- *Responding is thoughtful, calm, and responsible.*

2. **Scenario analysis** (20 minutes)

Divide students into small groups. Give each group a scenario card and ask them to brainstorm:

- A possible reaction (what someone might do without thinking),
- A reflection (what they could think about before acting), and
- A responsible response (what they could do to handle the situation with empathy and integrity).

Groups write their ideas in the three columns and present to the class.

3. **The "Bullying Spiral" Chart** (15 minutes)

On the whiteboard or a large sheet of paper, draw a spiral. Label the center as "The Beginning" and the outer rings as "Escalation." Starting from the center, have students brainstorm what small actions or feelings could start bullying (e.g., teasing, exclusion, rumors). As you move outward, explore how these actions could lead to more significant bullying behaviors, such as harassment or physical aggression.

ACTIVITY: "THE POWER OF CHOICE"

Sample Bullying Spiral Progression:

- The Beginning: A small comment or joke.
- Escalation 1: The target feels hurt, but keeps quiet.
- Escalation 2: The bully repeats the comment to others.
- Escalation 3: Others join in or gossip about the target.
- Escalation 4: The target feels isolated, experiences emotional distress.
- End Point: The target becomes a victim of sustained bullying.

4. **Group reflection and discussion**

After presentations, ask guiding questions:

"What makes a response responsible?"

"How can responding responsibly protect both the victim and the bystander?"

"What role does empathy play in choosing how we act?"

5. **Personal connection**

Have each student write a short paragraph about a situation where they could have responded more responsibly and what they would do differently now.





MODULE 3

EARLY INTERVENTION AND PREVENTIVE MEASURES TO PREVENT THE ESCALATION OF BULLYING IN EDUCATIONAL INSTITUTIONS

Introduction & General Overview

In recent years, the problem of psychological violence in relationships between students that do not involve physical assault has become increasingly noticeable. (Olweus, 1993; Slee, 2017). This includes verbal behaviors that conceal the use of open psychological pressure of varying intensity in the form of intimidation, harassment, threats, or exertion. Many students become victims of lasting, continuous harassment, including humiliation, ridicule, or abuse. This form of violence is particularly dangerous because it targets the "I" system, i.e. self-esteem, personal dignity, and self-confidence (Goleman, 2006).

Many of us have certainly witnessed how even small children - kindergarten pupils in the garden of the facility or on the playground, pushed their friend away from playing together because of his appearance or having a less attractive toy. The age group described is incredibly susceptible to the influence of peers and easily succumbs to the persuasion of a strong group unit - the leader of games and joint animations. Preschool children do not realize how much influence the behaviors described above have on their mental development and self-esteem. There is no doubt that shaping a sense of empathy and tolerance for others begins in the family home, but the role of the facility is to be vigilant and respond quickly to situations of exclusion by working with both students and parents. Raising awareness among young children and their caregivers can bring enormous benefits in the later development of a young person, as well as their mental resilience and process of building positive self-esteem. A school class functions as a miniature social system in which empathy, tolerance, and respect must be cultivated from an early age (Zins et al., 2004).

Let's try to look at the mechanism behind the actions of exclusion and bullying among children. It has been known for a long time that behind every difficult behavior there is an internal problem of the child. The aggressor has a goal in his actions, although he is not always fully aware of it. Most often, he tries to gain attention and draw the attention of others to himself, as if he did not know the approved behaviors and was unable to use them in a socially acceptable way. To quote the words of Dr. Ewa Woydyłło *"Mockery, mockery, irony, teasing. These behaviors are sharp tools with which we can hurt. The malicious person uses them because he wants to cause someone pain ... There is also something that in English we call teasing, i.e. teasing and ridicule. All these behaviors are toxins in relationships, the intention of which is to highlight someone's difficulties or defects." (Woydyłło, 2010, p. 42).*

The phenomenon of violence is characterized by certain elements:

- violence is always intentional
- violence is the violation of some rights and personal goods of an individual
- violence is such a violation of the rights and goods of an individual that prevent him from defending himself
- violence always causes some damage to the life of the person subjected to it,
- the use of violence tends to repeat

A school facility, and mainly a class group, is an institution that creates a complex social system. Each of its participants has individual characteristics, views and behaviors. Each of them is different, diverse, but equally important. Acceptance, tolerance and empathy are skills that require shaping from an early age. It is important that the teacher-tutor, during his work with the students, directs their attention to work with values such as equal rights, learning to set boundaries, assertiveness, respect, tolerance, respect, the right to individual views, group integration, looking at the person and their interior - and not the material goods they possess. The teacher's actions at the early stage of work with the group will bring invaluable benefits in the future, and in particular it will result in the process of cultivating values and supporting positive relationships between young people. The operation of the facility is not only the work of the tutor, but also cooperation with other employees and specialists from external institutions.

Joint initiatives should focus on activities such as (Coloroso, 2010; Rigby, 2012):

- early diagnosis of the problem - noticing difficulties,
- providing individual support, preventive actions including preventive programs for the entire class or school aimed at supporting the emotional and social development of children
- coherence of activities in the facility - cooperation between the school and parents and other specialists
- stimulating development including exercises and activities aimed at supporting the development of various skills such as; language, memory, cognitive skills
- supporting actions - including supporting elements in classes, e.g. visual materials, work in small groups
- didactic methods - using a variety of teaching methods that take into account the individual needs of students
- class management - using techniques that improve students' behavior and create a positive climate in the classroom, e.g. reinforcement system and behavioral contracts
- crisis intervention - actions aimed at restoring balance and a sense of security in crisis situations

The benefits of early intervention at school include minimizing the negative effects of problems (helping children overcome difficulties and preventing them from becoming depressed), supporting development (improving school achievements, developing social and emotional skills), and improving well-being (increased sense of security and acceptance among peers and the school community).

Module Structure And Duration

This module consists of 2 units.

Unit	Title	Duration
1	Integration of the class team	110 minutes
2	Assertiveness and setting boundaries	110 minutes

Total duration: 120 minutes

Learning outcomes

After completing the training on class team integration, assertiveness and shaping the ability to set boundaries, the teacher will acquire many key competences. First of all, they will be able to:

- learn to listen to students to understand their needs and concerns,
- be able to create an atmosphere of trust and acceptance, which is conducive to building positive relationships in the classroom,
- expand their own creativity and the ability to organize various activities that help integrate students, encouraging them to cooperate and get to know each other,
- acquire the ability to resolve conflicts in a constructive way, so that everyone feels safe and comfortable.

Unit 1- Integration of the class team.

- Theoretical part; explanation of the concept of integration (the process of combining individual elements including behaviors, needs, character traits, preferences and all other types of diversity into a coherent whole, the purpose of which is to combine social groups so that they cooperate and create a coherent whole), and long-term benefits resulting from a well-integrated class team (better atmosphere in the classroom, motivated team, fewer conflicts, more effective educational results, development of social skills, greater teacher satisfaction with the work performed, easier group management, strong bonds and good relationships with students, development of one's own competences - including enrichment of one's own work workshop). Duration 20 minutes.
- Practical part; teachers' activities during the training, participation in activities and the opportunity to learn about the exercises from the point of view of an active participant in the classes. Duration 60 minutes.
- Types of practical tasks; cognitive games using the method of presentation, group discussion, individual activities, group work, instructional films. Self-reflection (10 minutes), joint summary (20 minutes)
- Duration of the entire module - 110 minutes.

Unit 2 – Assertiveness and setting boundaries.

- Theoretical part- explaining the concept of assertiveness (the ability to express your thoughts, feelings and needs in an honest, calm and respectful way for both yourself and others. This means that you can say "yes" and "no" without feeling guilty, and without violating other people's boundaries. Assertiveness helps build healthy relationships because it allows you to clearly communicate your expectations and at the same time respect the needs of others.), and the benefits of maintaining an assertive attitude (it allows you to express your needs and feelings in a clear and honest way, which helps avoid misunderstandings and frustration, it strengthens your self-confidence and self-esteem because you learn to set boundaries and take care of yourself, you build better relationships with others because you communicate in an open and respectful way for both yourself and others), and the benefits of setting boundaries for others (it allows us to take care of ourselves and our needs, thanks to which we can better control what we accept and what we do not, which in turn translates into healthier relationships and greater self-confidence. Setting boundaries also helps avoid fatigue, stress and exploitation, because we clearly communicate what is okay for us and what is not. It is a way to be authentic and respect yourself, while respecting others.) Duration 30 minutes.
- Practical part of teachers' activities during the training, participation in activities and the opportunity to learn about exercises from the point of view of an active participant in the classes. Duration 50 minutes.
- Types of practical tasks; simulations of social situations, role-playing, drama games, group activities, own statement, instructional films.
- Own reflection (10 minutes), joint summary (20 minutes)
- Duration of the entire module - 110 minutes.

Unit 1 - Integration of the class team "Stronger Together"

Introduction

The classes are dedicated to strengthening cooperation and integration of members of the primary school class team. The unit consists of a theoretical and practical part, in which the teacher takes an active, active part in tasks and games. Explaining the advantages of integration, which are helping to build a better atmosphere and tightening relationships between students, which promotes cooperation and mutual understanding. Thanks to joint activities, students learn teamwork, communication and empathy. It is also a great way to develop a sense of belonging to the class and increase motivation to learn.

Key concepts:

- **Integration:** is the process of combining different elements, systems or parts into one coherent whole. For example, in the context of technology, integration can mean connecting different programs or systems so that they work together without problems. In everyday life, integration can also mean cooperation between different groups or communities to achieve common goals.
- **Sense of belonging:** this feeling when you feel part of a group, community or environment. This is the inner certainty that you are accepted, appreciated and that you have your place in a given community. This makes you feel safe, comfortable and more confident. This is very important because it helps build relationships, provide support and feel good about yourself.
- **Collaboration:** this is an action when several people or groups work together to achieve a common goal. This means sharing ideas, helping each other and making decisions together. Thanks to cooperation, you can do more and better because everyone brings something from themselves. This is very important at school, at work and in everyday life because it teaches us how to work together and achieve success as a team.
- **Mutual understanding:** it's a feeling when two or more people can listen to each other, understand each other's thoughts, feelings and needs. It means that we not only hear what someone is saying, but we also try to empathize with them and see the world from their perspective. Mutual understanding helps build good relationships, avoid misunderstandings and resolve conflicts.



ACTIVITY: "GETTING TO KNOW EACH OTHER BETTER"

Duration: 15 minutes

Participants sit in a circle.
Each person says their name and three things about themselves: two true and one imaginary.
The rest guess which one is imaginary.
This exercise helps break the ice and get to know each other better.

ACTIVITY: "BUILDING A TOWER"

Duration: 15 minutes

Divide the participants into small groups of 3–4 people.
Task: each group has to build the tallest possible tower using the available materials, such as blocks, paper, straws or other materials at hand. The aim of the exercise is to encourage cooperation, communication and creativity.
After the task is completed, discuss with the participants:

- What was difficult?
- What helped the group work well together?
- How did you divide the tasks?
- What did you learn about teamwork?

ACTIVITY: GROUP GAME "ONION"

Duration: 15 minutes
Divide the participants into two equal groups. Ask them to form two circles — an inner circle and an outer circle — so that each participant has a partner standing opposite them. Participants stand face to face.
Each pair discusses a topic given by the facilitator. Participants have one minute for the conversation. The facilitator then signals the end of the round, and one of the two groups — either the inner or the outer circle — moves one or more places clockwise. In this way, each participant faces a new partner and receives a new discussion topic.
Example topics:

- *"Something I enjoy doing in my free time"*
- *"Something that makes me feel good in class"*
- *"What being a good classmate means to me"*
- *"When I feel part of the group"*
- *"How we can help each other more in class"*

Unit 2: Assertiveness and Setting Boundaries

Introduction

"Not Every Border has to be Closed"

This unit focuses on the ability to express one's opinions, needs and feelings clearly, calmly and with respect for others. The main idea is for students to learn how to say "yes" or "no" without feeling guilty, while also respecting the feelings and boundaries of others.

The unit helps participants better understand their own boundaries, protect them in an appropriate way, and take care of their wellbeing. At the same time, it supports the development of healthy relationships based on respect, clear communication and mutual consideration.

Key concepts

1. **Assertiveness** is the ability to express your thoughts, feelings and needs in a way that is honest and respectful of others. It is a balance between being too submissive and aggressive. Thanks to assertiveness, you can say "yes" or "no" without feeling guilty, express your opinion without violating the boundaries of others. This is a very important feature that helps build good relationships and feel confident in different situations.
2. **Setting boundaries** - the ability to set your own limits and say "enough" in situations that make you uncomfortable, unhealthy, or inconsistent with your values. It is taking care of yourself and your needs in order to feel safe and respect yourself. Thanks to this, others know what to expect from you, and you have more control over your life and relationships.
3. **Feeling guilty** - is a feeling that comes when we feel that we have done something wrong or not as we should have done. It is an internal signal that our actions may have hurt someone or violated some rules. It is often accompanied by a desire to fix the mistake or apologize. It is a natural reaction that can help us be better and avoid repeating bad decisions, but sometimes it can also become burdensome if it lasts too long or is too strong.
4. **Own needs** - which are important to a given person and which help them feel good, happy and fulfilled. Each of us has our own needs – some may need more time for themselves, others to feel safe, and still others need closeness and contact with others. What is important to one person may not be as important to another. Understanding and meeting these individual needs helps us live in harmony with ourselves and feel better every day.

ACTIVITIES

Activity 1. Game "Yes, but..."
Participants are given different scenarios in which they have to express their opinion while respecting the opinion of others. For example: "I want to have fun, but I don't want anyone to force me to do something I don't feel like doing." This practices expressing your own needs and boundaries in a calm and assertive way.

Activity 2. Game "Mirror"
Participants take turns playing roles in which they have to express their emotions or needs, and the other person repeats it in the form of a "mirror". This exercises self-expression and listening to others.

Activity 3. Game "Borders"
On a large piece of cardboard or board, we draw "boundaries" - lines that symbolize what is acceptable for us and what is not. Participants show how they feel when someone crosses their boundaries, and learn to talk about it in an assertive way.

Activity 4."Who is right?"
Children or adults discuss various topics, learning to express their opinion, listen to others and respect differences. This trains assertive expression of one's own views without aggression.
Example discussion topics:

- *"Do we always have to agree with our friends?"*
- *"What can we do when someone insists that we do something we do not want to do?"*
- *"How can we say 'no' without offending the other person?"*
- *"Can two people have different opinions and still respect each other?"*





04

MODULE 4

CURRICULUM INTEGRATION ACROSS SUBJECTS

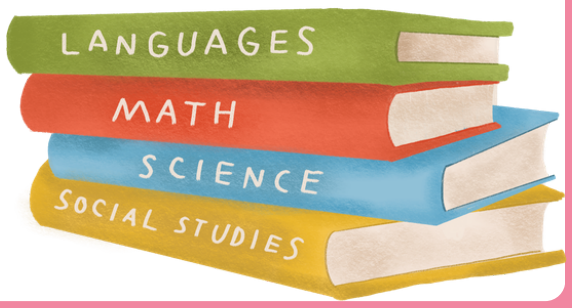
Introduction & General Overview

Interdisciplinary curriculum integration is an approach that aims to provide students with a more holistic and meaningful learning experience by combining different fields of knowledge. This approach allows students to connect lessons with one another and apply knowledge not only within a single discipline but also across various contexts (Jakobs, 1996). In addressing complex and social issues such as bullying, an interdisciplinary approach enables students to examine the topic from multiple perspectives. Bullying is not merely an individual behavior; it is also linked to social structures, cultural norms, and the school environment (Espelage & Swearer, 2004). In this context, an interdisciplinary teaching model offers effective interventions against bullying at both individual and societal levels.

Anti-bullying education not only provides students with knowledge, but also helps them develop values such as empathy, responsibility, social skills, and a sense of community (Olweus, 1993). An interdisciplinary teaching model allows these skills to be reinforced across various subjects. For example, while language classes may include activities aimed at fostering empathy and understanding different perspectives, social studies or science classes can engage students in discussions about social norms and group dynamics (Freire, 2000). In this way, students gain awareness of how to address bullying while also learning about their social responsibilities.

Interdisciplinary curriculum integration supports the effective implementation of anti-bullying education strategies throughout the entire school. By introducing intervention strategies against bullying in their lessons, teachers demonstrate how students can apply this knowledge in their social interactions and daily lives. This holistic approach not only increases students' awareness of bullying but also helps them develop empathy, social responsibility, and positive communication skills (Galloway & Roland, 2004). As a result, interdisciplinary teaching becomes an important tool for creating a healthier and safer school culture (Smith & Sharp, 1994).





Module Structure and Duration

The module is designed to last a total of 90 to 120 minutes and consists of 4 sub-units, each lasting approximately 25 to 35 minutes. Each unit includes both exploratory activities and practice-based tasks. The module is designed based on principles of experiential learning, peer education, and group dynamics.

Unit	Title	Duration
1	Where Do I Stand?	30 minutes
2	What Does My Lesson Say?	30 minutes
3	What Does the Content of My Lesson Convey?	30 minutes
4	Designing Together	30 minutes

Total duration: 120 minutes

Learning outcomes

At the end of the module 4 the teachers will be able to:

- Identifiy themes related to bullying within the teaching content of different disciplines.
- Develop examples of how concepts that support anti-bullying education can be addressed across various subject areas.
- Design a micro-teaching plan that includes messages for combating bullying within their own subject area.
- Propose a holistic, student-centered integrated lesson plan through collaboration with teachers from different disciplines.
- Justify how an interdisciplinary approach can be effective in addressing bullying.



Bullying is a complex and multi-layered phenomenon that cannot be addressed solely through individual behaviors. Therefore, effective intervention requires that all disciplines within the school share responsibility and that curricula are reconsidered with a holistic perspective.

The Curriculum Integration Across Subjects module aims to help teachers explore how they can collaborate beyond their own subject areas by building partnerships around shared concepts and values.

Throughout this module, participants will learn how they can contribute to bullying prevention through various subject contents, experience the power of joint planning, and explore practical methods for curriculum integration. In doing so, they will not only increase their individual awareness but also lay the foundation for a sustainable culture of collaboration within schools.

UNIT 1: Where do I stand?

Introduction

Combating bullying is not the responsibility of a few individuals, but a shared duty of the entire educational community. Teachers go beyond the boundaries of their own subjects to support students in developing within a safe learning environment.

This unit provides teachers with the opportunity to reflect on their individual and collective responsibilities, explore interdisciplinary collaboration, and discuss how they can contribute to bullying prevention within their own disciplines.

Duration: 30 minutes

Key concepts: Discipline, Field, Subject, Teacher Responsibility, Interdisciplinary Approach, Partnership and Collaboration, Curriculum Integration

Target groups: Primary, secondary and high schools

Required materials: A4 papers for concepts; Colored markers; Concept cards (discipline, field, subject) or presentation slide (with the words Discipline, Field, Subject); Whiteboard or flipchart

Objectives: Participants are expected to recognize their individual and collective roles as teachers in combating bullying, and to understand how interdisciplinary curriculum integration contributes to this effort.

Learning outcomes:

- Participants will be able to:
- distinguish between and explain the concepts of “school subject”, “learning area” and “specific lesson”;
- assess the importance of a cross-curricular approach in the context of bullying prevention;
- discuss the influence of teacher behaviour on relationships between students through the lens of observational learning;
- develop value-based strategies for addressing bullying within their own school subject.

Methodology: Experiential Learning, Peer Learning, Small Group Work, Socratic Discussion, Concept Analysis



ACTIVITY: WHERE DO I STAND?

This activity is designed to encourage participants to reflect on their personal views about teachers' roles in bullying prevention and to explore different perspectives. Together, we will consider statements with which you may agree or disagree.

The facilitator reads aloud (or displays on a slide) one of the 8 statements below at a time.

For each statement, participants choose one of three options:

- **YES (I agree with this statement)**
- **NO (I disagree with this statement)**
- **UNSURE (I am uncertain / I am open to discussion)**

Note: Participants can make their choices silently in writing, or physically move to one of three areas in the room labeled YES – NO – UNSURE for a visual display of opinions.

After each statement, volunteers are invited to explain why they chose that position.

Statements:

- "A teacher's primary duty is to deliver their lessons well; combating bullying is the responsibility of specialists."
- "Addressing bullying topics in subject classes reduces the efficiency of the lesson."
- "Bullying-related topics should only be covered during guidance/counseling periods."
- "As a teacher, getting involved in conflicts between students is risky."
- "If bullying occurs in a classroom, the homeroom teacher is the one primarily responsible."
- "Bullying behaviors occur more often in lessons such as physical education, music, and visual arts."
- "High school students are mature enough to manage their own relationships, so intervention is unnecessary."
- "When it comes to combating bullying, every teacher must use a common language."

Evaluation questions

- Which statements did we commonly agree upon?
- Which differing perspectives helped us develop new ideas?

Key message

In combating bullying, the teacher is not merely a knowledge provider; they are a guide who shapes peer relationships, builds a safe classroom environment, and leads with values.

The judgment statements we explored during the activity showed that we may have different attitudes toward this issue. However, we must remember that bullying prevention is a shared responsibility.

This effort should not be limited to guidance periods; it must be integrated into all lessons and across all disciplines.

Instilling values such as justice, empathy, and responsibility in students is only possible through an interdisciplinary approach, not through isolated actions.

ACTIVITY: "THREE CONCEPTS, ONE CONNECTION"

Purpose: To discuss the role of the concepts Discipline, Field, and Subject in addressing bullying.

Implementation: Participants are divided into groups of three.

Each group is given cards labeled "Discipline," "Field," and "Subject."

Groups define each concept, discuss the differences, and relate them to bullying prevention.

Each group shares their discussion with a short diagram or example.

Facilitator prompts:

- *"Which of these three concepts is most relevant when addressing a social issue like bullying?"*
- *"In your own lessons, which concept allows you to intervene most effectively?"*

Note: After group sharing, the facilitator explains the academic definitions of the terms in simple language.

Example:

- Discipline: Broad area of knowledge – e.g., Social Sciences, Natural Sciences
- Field: Teaching subject – e.g., Physics, Literature, Music
- Subject/Branch: The teacher's specific course – e.g., Mathematics teacher, Art teacher

Closing and Key Message

Bullying prevention is not a topic that exists outside of lessons; it is a responsibility that can and should be embedded into every subject.

The teacher is not only a knowledge provider, but also a professional who builds a safe environment, models core values, and actively guides peer relationships.

Interdisciplinary collaboration and a common language make this process more effective.

Every teacher, within their own subject area, can contribute to this effort through value-based practices.



Unit 2: What does My Lesson Say?

Introduction

In this unit, teachers explore how the content and methods used in their own subject areas can contribute to preventing bullying among students.

Participants come to realize that lessons are not only tools for transferring knowledge, but also spaces that foster the development of values and interpersonal skills. Through interdisciplinary scenarios and guided discussion questions, teachers are encouraged to reflect on how they can adopt a conscious and inclusive approach against bullying within their own lessons.,

This unit aims to highlight the importance of a value-based approach in education and to make visible the impact of the teacher's language, attitude, and approach on students.

Duration: 30 minutes

Key concepts: Anti-bullying content; Critical content analysis; Value transmission through lesson content.

Target groups: Primary, lower secondary, and upper secondary school teachers

Required materials: Presentation slides; Participant worksheets; Lesson book excerpts or sample teaching materials (according to subject area); Pre-prepared scenario cards or case study texts.

Objectives: Enable teachers to develop strategies to address bullying within their subject area; Foster awareness of how lesson content can promote anti-bullying values.

Learning outcomes:

Participants will be able to:

- recognise verbal and non-verbal messages related to bullying that may be present in their lessons;
- understand how they can prevent and respond to bullying within their own school subject;
- develop bullying prevention strategies and integrate them into their lessons;
- analyse teacher behaviour and attitudes in case studies related to bullying across different school subjects and propose appropriate ways to intervene.



Bullying is often considered only in the context of social relationships. However, when an interdisciplinary perspective is adopted, it becomes clearer how bullying can appear openly or implicitly within different subject contents. This unit aims to help teachers recognize bullying situations in subjects outside their own area and realize how they can address these issues in their own subject. In this way, all school subjects can play an active and holistic role in combating bullying.

Question:
Have you ever witnessed a behavior during your lesson that everyone seemed to perceive as "normal," but that might have been uncomfortable or exclusionary for some students?

Participants are divided into groups of 4–5. Each group receives short classroom scenarios from different subjects (for example: Turkish, Mathematics, Physical Education, Music, Science). Each scenario contains a form of bullying (for example, exclusion, mocking, creating pressure through competition).

SCENARIO 1 - MATHEMATICS CLASS – COMPETITION-BASED BULLYING

Scenario: In a mathematics lesson, the teacher says to the class, *"Today, whoever solves the problem the fastest will earn extra points."* Upon this announcement, some students quickly start solving the problem, and one student shouts and mocks another to make them fail. This damages the student's self-confidence and leads to social exclusion.

Bullying-related messages:

- The pressure of "You must be fast" creates excessive competition and can cause slower learners or those who work at a different pace to be excluded.
- The mocking and condescending attitudes of other students reinforce bullying.

Discussion Questions:

1. How can competition among students become dangerous?
2. Which teacher behaviors can prevent this type of situation?
3. What kind of classroom management style encourages healthy competition while preventing bullying?

SCENARIO 2: LITERATURE CLASS – LANGUAGE SUPPORTING BULLYING

Scenario: The literature teacher says in class, "In your essays, you should use more literary language; otherwise, you will fail." Among the students, a few mock their peers for their weaker language skills by saying, "Your writing is not literary at all, you cannot write well." This causes students with weaker writing skills to feel excluded.

Bullying-related messages:

- Language such as "You will fail" damages students' academic confidence and excludes them.
- Mocking language causes students to belittle each other, which can lead to bullying.

Discussion Questions:

1. How does the teacher's message affect students' perception of their language skills?

2. Which language use helps students support each other and create a positive learning environment?

3. How should a teacher pay attention to language to prevent bullying in literature classes?

SCENARIO 3: SCIENCE CLASS – PHYSICAL AND VERBAL BULLYING

Scenario: During a science lab experiment, a student misuses the lab equipment. Another student notices and shouts, "Don't do that again, you are acting stupid!" Other students watch without intervening. The student feels excluded and humiliated because of the mistake made by accident.

Bullying-related messages:

- Using insulting language like "acting stupid" demeans the student academically and personally.
- Instead of labeling a mistake negatively, guiding and teaching is more effective.

Discussion Questions:

1. How can these verbal and physical interventions affect the student's behavior in class?

2. What approach should the teacher take to support respect and positive relationships among students?

3. Which positive language use helps the student feel safe?

SCENARIO 4: SOCIAL STUDIES CLASS – GENDER-BASED BULLYING

Scenario: In a social studies class, the teacher is teaching about gender equality. A student says, "I think boys play football better because girls cannot do it." Another student laughs and teases, and the other students support this by joking. The student feels uncomfortable and excluded because of these sexist comments.

Bullying-related messages:

- Language based on gender stereotypes can create a sense of bullying and exclusion in the classroom.
- Using equal and respectful language ensures that all students are valued.

Discussion Questions:

1. How do such gender-based comments affect students' self-confidence?
2. How can the teacher prevent bullying in gender equality lessons by using appropriate language?
3. How can these stereotypes be prevented in the classroom?

SCENARIO 5: LANGUAGE CLASS – LANGUAGE REINFORCING BULLYING

Scenario: In a Turkish language class, the teacher gives a writing task. A student makes spelling mistakes. Another student mockingly says, "Your writing is terrible, you cannot even spell correctly." The teacher sees this but does not intervene, and the other students do not react.

Bullying-related messages:

Turning mistakes into entertainment can make a student feel worthless.
It should be taught that language must not be used to create bullying.

Discussion Questions:

1. How do mocking comments about grammar mistakes affect a student?
2. How does teaching that making mistakes is normal help prevent bullying?
3. How should a teacher address language mistakes in a constructive way?

ACTIVITY: SMALL GROUP DISCUSSION

Duration: 5–7 minutes
Participants are divided into small groups, either by subject area or as mixed groups. Each group discusses according to the following prompts:

Group Discussion Prompts:

- *"If you had to add an anti-bullying intervention to your lesson plan, which strategies would you use to achieve this?"*
- *"Bullying can appear not only physically but also verbally and emotionally. How can we observe and intervene in such behaviors during lessons?"*
- *"Can you design a group activity, exercise, or role-play to prevent bullying?"*

At the end of the discussion, each group summarizes their ideas and shares them with the class.

Sharing and Debriefing (5 minutes)
Each group briefly presents the key points from their discussion.
The facilitator emphasizes the teacher's role in preventing bullying and guiding students to develop empathy based on the group reflections.

Suggested Discussion Questions:

- *"How does a lesson plan that includes anti-bullying strategies create a more respectful and sensitive environment for students?"*
- *"How can a teacher's relationship with students be more effective in combating bullying?"*
- *"How do the language and attitudes used in lessons make a difference in preventing bullying?"*

Conclusion and Transition (2–3 minutes)
The facilitator concludes by helping participants reflect on how they can best integrate anti-bullying awareness into their lessons and asks:

- *"Based on what you learned today, what change do you plan to make to help prevent bullying?"*
- *"Which anti-bullying strategy do you plan to implement in your next lesson?"*

Unit 3: What Does My Subject Communicate?

Introduction

Bullying is not a phenomenon that occurs only at specific times or in certain lessons.

The language used in the classroom, the examples chosen, the assignments given, and even the visuals displayed can either contribute to the reproduction of bullying or help prevent it.

In this unit, teachers are encouraged to re-examine their own lesson content from the perspective of bullying and analyze which topics may contain elements that foster relational aggression, exclusion, or prejudice.

This analysis aims to increase teachers' awareness and support the development of a conscious, value-based curriculum language.

Duration: 30 minutes

Key concepts: Interdisciplinary Approach to Bullying Prevention

Target groups: Primary, lower secondary, and upper secondary school teachers

Required materials: Presentation slides, facilitator notes, case study text, group work table (A4)

Objectives: Develop bullying prevention strategies using an interdisciplinary perspective

Learning outcomes:

Participants will understand that:

- cross-curricular learning combines knowledge and skills from different school subjects in order to offer a broader and more holistic perspective;
- in bullying prevention, responsibility does not belong to one subject only, but is shared across all school subjects;
- each subject can address the topic of bullying from a different angle and, in this way, help students develop a fuller understanding of the issue.



Implementation

The facilitator asks the following questions and, after hearing a few answers, provides information:

1. What do you think an interdisciplinary approach is?

(Facilitator note) It is when different subjects (e.g., mathematics, literature, science) work together on a shared theme. Lessons are connected and holistic, not isolated.

2. How does it contribute to bullying prevention?

(Facilitator note) Students encounter the same theme (bullying) from different perspectives in multiple subjects, which builds deeper understanding.
They learn that bullying is not only a behavior but also a social, emotional, moral, and analytical issue.

Summary: An interdisciplinary approach allows teachers to address bullying within their own subject and helps students build lasting, multi-dimensional awareness.

Discussion Question:

"Do you think bullying is only the subject of social-oriented lessons, or can clues about it appear in every lesson?"
(A few participants briefly share their individual opinions.)

Facilitator note:

Bullying can be observed in any subject. An interdisciplinary approach recognizes that every lesson can contribute to students' social development.



ACTIVITY 1: CASE STUDY

The facilitator reads the following case study aloud or displays it on the screen:

Case Study:
Ahmet is new to the class. Due to his quiet nature, his classmates ignore him and exclude him from group activities. He faces mocking remarks in science and mathematics lessons and hesitates to participate in language lessons.

Discussion Questions:
1. From the perspective of your own subject, would this situation be noticeable?
2. What kind of observation or lesson content could reveal this situation?
Participants share brief contributions.

The facilitator can enrich the discussion with examples (e.g., "Exclusion during lab group work in science; character selection in creative writing in literature.")

ACTIVITY 2: SMALL GROUP WORK – "WHAT DOES MY SUBJECT COMMUNICATE?"

Participants form groups of 3–4 (by subject or mixed).
Instruction:
"*In your own lesson, how can you notice bullying and encourage students to reflect on it?*
Create one sample lesson content, one observation area, and one intervention strategy."
Groups complete the following table:
Observation area → When do I observe?
Content example → Which topic do I relate it to?
Intervention Strategy → What do I do?

Sharing and Feedback (8 minutes)
Facilitator Actions:
Each group gives a brief presentation.
Then the facilitator deepens the discussion with the following question:
"*Which subject is most likely to make bullying visible?*"

ACTIVITY 2: SMALL GROUP WORK – "WHAT DOES MY SUBJECT COMMUNICATE?"

Examples to Guide the Discussion:

- Languages / Literature: Emotional experiences emerge through stories, compositions, and character analysis.
- Visual Arts: Drawings and creative work can reveal feelings of exclusion or loneliness.
- Social Studies / Life Sciences: Students can discuss experiences with social roles, rights, and responsibilities.
- Guidance/Counseling: Emotional experiences and behaviors become most visible.
- Physical Education: Exclusion and group dynamics are often directly observable.
- Music: Inclusion or exclusion can be observed during group performances and activities.

Important:
Some subjects make students' emotions and social relationships more visible. But bullying can be observed in all lessons. The key is teacher awareness and intentional observation.





Discussion: Possible Interdisciplinary Collaborations

- Languages + Visual Arts: Illustrate a story
- Counseling + Science: Plan empathy-based experiments
- Music + Social Studies: Songs about unity in society (values education)
- Mathematics + Life Sciences: Analyze school safety perception with statistics
- Physical Education + Counseling: Games to raise awareness about exclusion

Important note:
Different subjects can support each other. The collaboration does not have to involve identical content; it can be built around shared values.
Even small joint actions—like creating a shared poster or giving similar messages in the same week—can make a strong impression on students.

Discussion: How to Initiate Interdisciplinary Collaboration?

- Include shared concepts in yearly teaching plans among subject teachers
- Organize project weeks with common themes
- Launch small pilot initiatives supported by school leadership
- Hold short weekly teacher meetings to plan collaboration
- Create joint bulletin boards or posters
- Collaborate with the guidance department to integrate social topics into lessons

Important note:
Interdisciplinary collaboration does not need to be a big project. Starting with small but intentional steps is enough. Even a single joint message or activity can make a significant impact on students.

Preventing bullying cannot rely on the effort of a single subject. When every lesson and every teacher contributes, it builds a structure in the student's mind and heart. The interdisciplinary approach ensures this structure is solid and lasting.

Unit 4: Designing Together

Introduction

In this unit, participants develop a micro lesson plan with a bullying-prevention theme based on a learning objective or content area selected from their own subject.

Building on the interdisciplinary awareness and content analysis gained in the previous units, they experience how to bring a thematic perspective into their lessons.

This process helps teachers view their lessons not only as a tool for delivering knowledge, but also as a space that shapes peer interactions. By the end of the unit, each participant will have a micro lesson plan ready for implementation in the school environment.

Duration: 30 minutes

Key concepts: Interdisciplinary collaboration; Micro design; Common theme; Bullying theme; Curriculum synthesis; Shared learning outcomes

Target groups: Primary, lower secondary, and upper secondary school teachers

Required materials: A3/A4 papers, Colored pens / post-its, Sample micro design template (see below), Participant worksheet

Objectives: Enable participants to design a mini lesson connecting their subject content with the theme of bullying.

Learning outcomes:

Participants will be able to:

- explain how cross-curricular collaboration can be used in bullying prevention;
- connect content from different school subjects with the topic of bullying;
- develop a short sample lesson that includes messages and activities for bullying prevention.



Implementation

The facilitator provides a brief framing:

"Each subject can maintain its own lesson objectives while sharing a common responsibility. Let us explore how different subjects can support each other around the theme of bullying.

Now, we will create a micro design in interdisciplinary groups."

Discussion Question:

"When you encounter bullying in your class, what actions do you take to address it within your lesson objectives and content?"

Activity 1: Small Group Work

Participants are divided into groups of 3–4 people from different school subjects. Each group should include representatives of at least two different subjects.

Each group develops a short lesson plan on a topic related to bullying prevention, using the template below. Afterwards, each group briefly presents its plan. The facilitator highlights good examples of how the subjects complement each other and provides brief feedback.

Component	Common description
Common theme	Bullying (subtopics: exclusion, cyberbullying, peer support, etc.)
Participating subjects	e.g., Visual Arts – Languages – Social Studies
Objective	Students develop awareness about [specific type of bullying]
Sample activity	Visual Arts: Depicting an excluded character Languages: Writing the diary of the excluded person Social Studies: Discussion on rights and responsibilities
Shared product	Poster, short video, performance, presentation, exhibition, etc.

Activity 2: Participant Worksheet

This worksheet is structured to help teachers:
1. Identify their subject's contribution to the bullying theme,
2. Understand approaches from other disciplines,
3. Develop a shared product,
4. Reflect individually to strengthen awareness of their learning.

My subject area:

.....

Other Subjects in My Group:

.....

Bullying Theme:

.....

.....

.....

My Subject's Contribution:

.....

.....

.....

Contributions from Other Subjects:

.....

.....

.....

Shared Product/Artefact Idea:

.....

.....

.....

What I Learned?:

.....

.....

Resources and tools

1. Printable Documents in PDF Format

- Interdisciplinary Micro Design Template (PDF)

A structured planning form for teachers to design bullying-related content in their own subjects.

- Classroom Bullying Theme Observation Checklist (PDF)

Helps identify bullying-related concepts in each subject.

- Participant Reflection Form (PDF)

Used at the end of each unit to evaluate individual learning and awareness development.

- Group Work Observation Form (PDF)

Can be used to observe group interaction, collaboration, and level of contribution.

2. Presentations / Slides

Unit 1: Where Do I Stand? → Judgment cards and discussion slides that help participants explore their own attitudes and approaches.
Unit 2: Exploring Cross-Lesson Interaction → Presentation on interdisciplinary teaching, collaboration models, and holistic anti-bullying approaches.
Unit 3: What Does My Lesson Communicate? → Sample slides showing topics in each subject that can be linked to bullying.
Unit 4: Design Together → Slide set with guidance for micro-design activities and participant presentations.

3. **Appendices (Optional Additional Documents)**

Appendix I: Assessment Tools

- Participant self-assessment form
- Micro design presentation scoring form
- Group observation forms

Appendix III: Teacher Self-Care Inventory

- Mini inventory to assess teachers' awareness of emotional load, stress, and burnout
- Daily self-care plan suggestions

Teacher Reflection & Quiz (Optional)

The teacher reflection and quiz materials can be found in Annex III Quizpack

Module Evaluation

The Participant Feedback Form is provided in Annex IIA of the Trainer Guide. Trainers are required to distribute the form at the conclusion of each training session and collect completed forms for quality assurance and reporting purposes.



MODULE 5

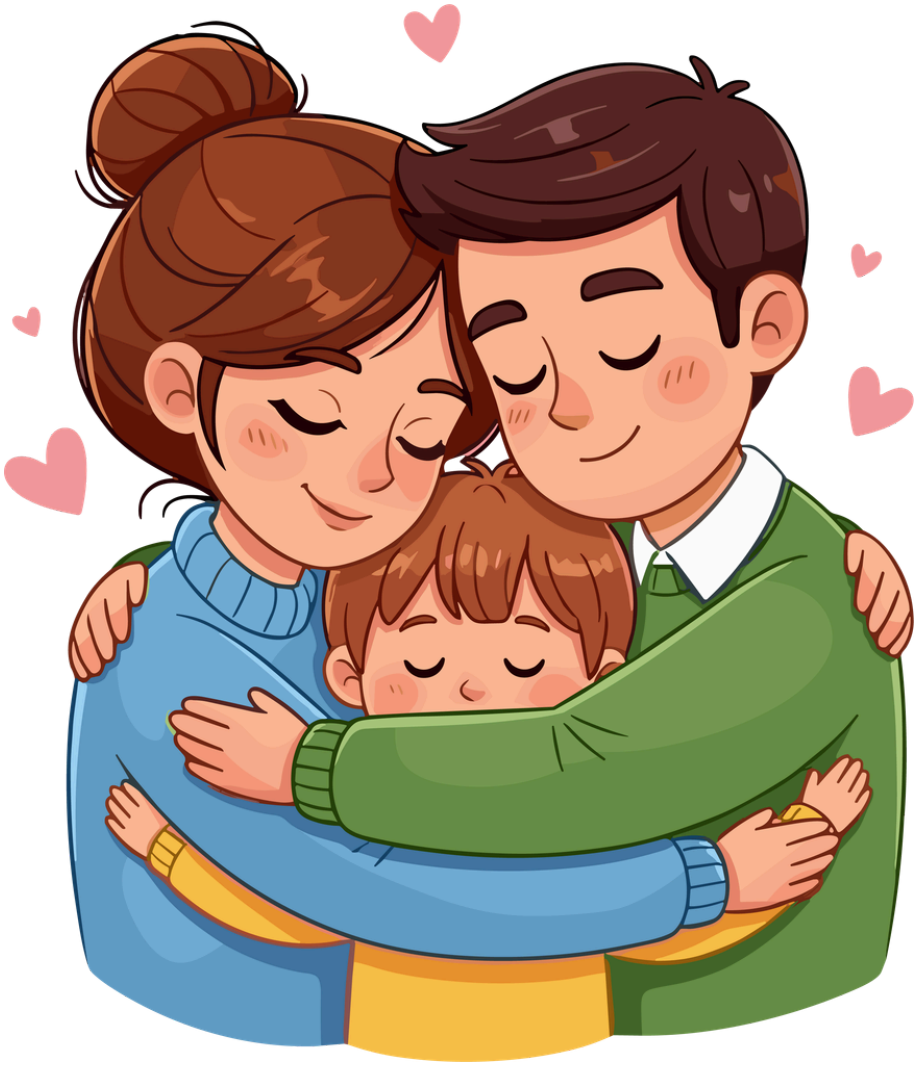
CONSTRUCTIVE PARENT PARTNERSHIPS

Introduction & General Overview

Effective parent-school collaboration is a cornerstone in the proactive management and prevention of bullying within school communities. Decades of educational research affirm that when parents are meaningfully engaged in their children's school lives, students not only thrive academically but also demonstrate enhanced emotional resilience and fewer behavioral issues, including bullying and peer aggression.

This module delves into the multifaceted role of families in shaping respectful and inclusive educational climates. By exploring proven frameworks and real-world applications, it equips educators with actionable tools to involve parents as equal stakeholders.

The content addresses common barriers—such as cultural misunderstandings or institutional mistrust—and offers techniques for fostering sustained dialogue and cooperation. Strengthening these bonds between home and school enhances the consistency of messaging, increases early intervention efficacy, and ensures that anti-bullying strategies reflect the values and voices of the broader community.



Module Structure & Duration

The module has a total duration of approximately 70 minutes and consists of 3 units with different durations. Each unit combines short theoretical input with practical activities, discussion, reflection and scenario-based work focused on constructive parent-school partnerships in bullying prevention.

Unit	Title	Duration
1	The Role of Parents in Anti-Bullying	25 minutes
2	Building Trust and Communication	30 minutes
3	Reflection and Scenario Workshop	15 minutes

Total duration: 70 minutes

Learning outcomes

Participants will be able to:

- Identify effective strategies for engaging parents in bullying prevention
- Understand common challenges and cultural dynamics in family-school communication
- Apply methods to build mutual trust with parents
- Facilitate joint school-family initiatives to promote safe environments

UNIT 1: The Role of Parents in Anti-Bullying

Parental involvement is a cornerstone in both the prevention and intervention of bullying in schools. This unit emphasizes the necessity of building a strong school-home alliance, where shared values and consistent messaging reinforce a safe and respectful school environment. It also explores the importance of acknowledging and valuing diverse family structures, cultural backgrounds, and communication preferences.

Expanded Key Concepts:

Parental modeling of respectful behavior: Children often mirror the behaviors of adults in their lives. When parents consistently model empathy, kindness, and respect, these values are more likely to be internalized by children and reflected in their peer interactions.

Consistent messaging between school and home: Unified language and expectations around behavior and consequences reduce confusion and reinforce the seriousness of bullying. This includes using similar terms, policies, and behavior expectations across settings.

Inclusive parent engagement strategies: Engagement must go beyond parent-teacher conferences. Strategies include multilingual communication, flexible meeting times, virtual access, and culturally tailored materials to involve all parents regardless of background.



ACTIVITY 1: DISCUSSION – PARENTS AS PARTNERS IN BULLYING PREVENTION

Duration: 10 minutes
Format: Pair discussion followed by short plenary sharing
Target group: Primary and secondary educators

Aim: To help participants reflect on the role parents can play in preventing and addressing bullying, and to identify practical examples of effective parent-school cooperation.

Materials needed: Flipchart or whiteboard, markers, optional sticky notes.

Instructions:
Ask participants to think of a real or realistic example where parental involvement helped to prevent, reduce or resolve a bullying-related situation. The example may come from their own experience, a colleague's experience, or a general school situation.
Participants discuss their examples in pairs or small groups for 3–4 minutes.
Ask each pair or group to share one useful idea or lesson learned with the whole group.
Write the main points on a flipchart under headings such as:

- *What worked well?*
- *What helped communication with parents?*
- *What could have been done earlier?*
- *What should schools avoid when involving parents?*

Guiding questions:

- *How were the parents involved?*
- *What helped the school and the family work together?*
- *Was the communication respectful and clear?*
- *Did the involvement of parents help the student who was targeted, the student who engaged in bullying, or the wider class group?*
- *What can educators learn from this example?*

Facilitator notes:
Emphasise that parental involvement should not only happen when a serious incident has already occurred. Parents can also support prevention by reinforcing respectful behaviour, encouraging empathy, recognising early warning signs and maintaining open communication with the school.

ACTIVITY 2: WORKSHEET – PARENT PARTNERSHIP MAP

Duration: 15 minutes
Format: Individual or small-group planning activity
Target group: Primary and secondary educators

Aim: To support educators in developing a simple action plan for involving parents proactively in bullying prevention, taking into account the specific needs and context of their school.

Materials needed: Printed worksheet "Parent Partnership Map", pens, optional flipchart for sharing key ideas.

Instructions:
Give each participant or group a copy of the "Parent Partnership Map" worksheet.
Explain that the task is to create a practical plan for strengthening cooperation with parents in bullying prevention.
Participants complete the worksheet individually or in small groups for around 8–10 minutes.
Invite a few participants to briefly share one concrete action they would like to introduce in their school.
Summarise the common ideas and highlight actions that are realistic, inclusive and easy to implement.

Facilitator notes:
Encourage participants to focus on small and realistic actions rather than large initiatives. Remind them that successful parent partnerships depend on trust, clarity and consistency. The goal is not to blame parents or transfer responsibility to families, but to create a shared support system around the child.

Expected outcome:
Participants develop a simple and practical plan for engaging parents in bullying prevention and identify concrete steps that can be adapted to their own school context.

ACTIVITY 2: WORKSHEET – PARENT PARTNERSHIP MAP

Worksheet: Parent Partnership Map

1. **Who are the parents and families in our school community?**

Consider language, culture, working hours, family structure, access to technology, previous experiences with the school.

2. **What are the main challenges in communication with parents?**

Examples: low attendance at meetings, mistrust, language barriers, lack of time, fear of blame, limited digital access.

3. **What communication channels can we use?**

Examples: parent meetings, phone calls, school platform, email, printed messages, individual meetings, online meetings, informal conversations.

4. **What messages about bullying should be shared consistently with parents?**

Examples: bullying is not normal conflict; early reporting is important; students need adult support; online behaviour also matters; the school and family should work together.

5. **What concrete action can we take in the next month?**

Examples: short information meeting for parents, anti-bullying leaflet, class-level parent discussion, regular communication protocol, parent survey, shared classroom values.

6. **Who should be involved?**

Examples: class teacher, school psychologist, school leadership, parents, student council, mediator, community organisation.

7. **How will we know if the action is useful?**

Examples: more parents attend meetings, parents report concerns earlier, communication becomes calmer, students receive more consistent messages, fewer repeated incidents occur.

UNIT 2: Building Trust and Communication

Trust is the foundation of all successful relationships, including those between educators and families. This unit focuses on strategies to build authentic, culturally responsive, and respectful communication with parents. Special attention is given to navigating difficult conversations with care, addressing fears, and ensuring parents feel heard and respected.

Expanded Key Concepts:

Empathy and non-verbal communication: Understanding and expressing empathy through body language, tone, and facial expressions can build rapport and reduce defensiveness in conversations with parents.

Culturally sensitive engagement: Educators learn to recognize and respect cultural differences in parenting styles, communication norms, and expectations around schooling and discipline.

Addressing parental fears and skepticism: Some parents may feel blamed, judged, or marginalized. Educators will practice strategies to create a safe space where these concerns can be addressed constructively.

Active listening and validation: Educators learn to listen carefully to parents' concerns. Validating emotions does not mean agreeing with every statement, but it helps parents feel heard and respected.

Clear, calm and non-blaming communication: When discussing bullying, it is important to use factual, neutral language and avoid labels such as "bad child" or "problem parent". Clear communication helps reduce tension and keeps the focus on the behaviour, the impact and the support needed.

Shared responsibility and solution-focused dialogue: Effective communication with parents should not be based on blame, but on cooperation. Educators guide conversations towards shared goals, such as student safety, emotional wellbeing, behaviour change and consistent support between school and home.

De-escalation in difficult conversations: Some meetings with parents may involve anger, fear or denial. Educators need strategies to remain calm, acknowledge emotions, slow down the conversation and redirect the discussion towards constructive next steps.

ACTIVITY 1: ROLE PLAY – PARENT-TEACHER CONFERENCE SIMULATION

Duration: 20 minutes
Format: Role play in pairs or groups of three
Target group: Primary and secondary educators

Aim:
To help participants practise respectful, empathetic and solution-focused communication with parents in sensitive bullying-related situations.

Materials needed:
Printed role-play scenario cards, observation checklist, pens.

Instructions:
Divide participants into pairs or groups of three.
Assign roles:
Teacher / school representative
Parent
Observer, if working in groups of three

Give each group one short scenario connected to bullying and parental communication.
Explain that the aim is not to "win" the conversation, but to practice calm communication, active listening, empathy and clear next steps.
Allow 5–6 minutes for the role play.
Ask the observer to use the observation checklist and note examples of effective communication.
After the role play, allow 3–4 minutes for feedback within each group.
Invite a few groups to share what worked well and what was difficult.

Guiding principles for the teacher role:

- Start with calm and respectful language.
- Acknowledge the parent's emotions.
- Avoid blaming the parent or the child.
- Focus on specific behaviour and its impact.
- Explain what the school can do and what cannot be shared for confidentiality reasons.
- Agree on one or two clear next steps.
- End the conversation with a commitment to follow up.

ACTIVITY 1: ROLE PLAY – PARENT-TEACHER CONFERENCE SIMULATION

Observer checklist:

During the role play, observe whether the teacher:

- listens without interrupting;
- uses calm tone and respectful body language;
- acknowledges the parent's concerns;
- avoids blame and labels;
- explains the situation clearly and factually;
- keeps the focus on student safety and wellbeing;
- invites cooperation from the parent;
- proposes clear and realistic next steps.

Debriefing questions:

- What helped reduce tension in the conversation?
- Which words or behaviours helped build trust?
- What made the conversation difficult?
- How did the teacher avoid blaming the parent or the student?
- What could be improved in a real parent meeting?

Facilitator notes:

Remind participants that difficult conversations with parents are often emotionally charged. Parents may react with anger, fear, denial or defensiveness because they are worried about their child. The educator's role is to remain calm, listen carefully, provide clear information and guide the conversation towards cooperation and support.

Example scenarios:

Scenario 1: Parent of a student who is targeted by bullying

A parent comes to the meeting upset because their child has said they are being mocked and excluded by classmates. The parent feels the school has not reacted quickly enough and wants immediate action.

Scenario 2: Parent of a student accused of bullying

A parent is defensive and says their child is "just joking" and that the school is exaggerating the situation. The teacher needs to explain the concern without blaming the child or attacking the parent.

ACTIVITY 1: ROLE PLAY – PARENT-TEACHER CONFERENCE SIMULATION

Scenario 3: Cyberbullying situation

A parent reports that insulting messages have been shared in a class chat. The situation happened online, but it is affecting relationships in school. The teacher needs to explain how the school can respond and what support is needed from the family.

Scenario 4: Parent who mistrusts the school

A parent says that previous concerns were ignored and is reluctant to cooperate. The teacher needs to rebuild trust and show that the school is taking the situation seriously.

Scenario 5: Parent seeking help for their child

A parent contacts the school because their child has become withdrawn, anxious, and reluctant to attend school. They are unsure whether bullying is involved but are asking for guidance, support, and possible next steps.

Scenario 6: Parent unsure how to support their child at home

A parent reports that their child has mentioned feeling excluded by peers but does not want to talk about it in detail. The parent is asking the teacher for advice on how to start conversations at home and how to support their child emotionally.

Scenario 7: Early concern about social isolation

A parent notices that their child is often alone during breaks and is not being invited to social activities. They are worried this may develop into bullying and want the school to monitor the situation and provide preventive support.

ACTIVITY 2: CHECKLIST – COMMUNICATION SELF-ASSESSMENT

Duration: 10 minutes
Format: Individual reflection followed by short plenary discussion
Target group: Primary and secondary educators

Aim:
To help educators reflect on their current communication practices with parents and identify areas for improvement.

Materials needed:
Printed "Communication Self-Assessment Checklist", pens.

Instructions:

Give each participant a copy of the checklist.
Ask participants to complete it individually, thinking about their usual communication with parents, especially in sensitive or difficult situations.

Participants mark each statement using the scale:
1 = Rarely
2 = Sometimes
3 = Often
4 = Consistently

After completing the checklist, participants choose one strength and one area they would like to improve.
Invite a few volunteers to share one communication practice they would like to use more consciously in future parent meetings.

Facilitator notes:
Encourage honest reflection rather than self-criticism. The checklist is not a test, but a tool for professional awareness. Emphasise that even experienced educators can improve communication by being more intentional about listening, tone, clarity and follow-up.

ACTIVITY 2: CHECKLIST – COMMUNICATION SELF-ASSESSMENT

Communication Self-Assessment Checklist

When communicating with parents, I usually:

Prepare for the conversation with clear facts and examples.
Start the meeting in a calm and respectful way.
Listen to the parent without interrupting.
Acknowledge the parent's feelings and concerns.
Use neutral language and avoid blame.
Focus on behaviour and impact, not on labels.
Explain the school's concerns clearly and factually.
Respect confidentiality and professional boundaries.
Invite the parent to share their perspective.
Look for shared goals, such as the child's safety and wellbeing.
Agree on concrete next steps.
Follow up after the meeting when needed.

Reflection questions:

- *Which communication practice do I already use well?*
- *Which practice do I need to improve?*
- *What usually makes parent communication difficult for me?*
- *What small change can I make in my next conversation with a parent?*

UNIT 3: Reflection and Scenario Workshop

This unit provides space for introspection and practical application. Participants reflect on their own beliefs and past experiences related to family engagement in bullying situations. Through real-life scenarios, they explore what effective partnership looks like, how to overcome biases, and how to adapt approaches for future challenges.

Expanded Key Concepts:

Reflective practice:

Educators examine their own reactions, assumptions and behaviour patterns when working with families. Reflection helps identify unconscious biases, emotional triggers or habits that may make communication more difficult. It also supports more thoughtful and professional responses in sensitive bullying-related situations.

Real-life case analysis:

Participants work with short, realistic school scenarios involving parental engagement in bullying situations. These scenarios provide a safe space to analyse what worked well, what was missing and what could be done differently. Case analysis helps educators connect theory with everyday school practice.

Bias and assumptions in family engagement:

Educators may sometimes make assumptions about parents based on their communication style, background, previous behaviour, level of involvement or emotional response. This unit helps participants recognise how such assumptions can affect trust and cooperation, and how to approach families with openness and respect.

Learning from difficult situations:

Not all parent-school interactions are smooth. Some parents may be defensive, angry, unavailable or distrustful of the school. This unit encourages educators to view difficult situations as opportunities to improve communication, clarify expectations and build more constructive partnerships.

Collaborative problem-solving:

Effective responses to bullying require cooperation between school staff, students and families. Participants explore how to move from blame or defensiveness towards shared goals, such as student safety, emotional support, behaviour change and prevention of further harm.

ACTIVITY 1: SCENARIO WORKSHOP – WHAT WORKED AND WHAT COULD BE IMPROVED?

Duration: 10 minutes
Format: Small-group scenario analysis
Target group: All school staff, including teachers, school leaders, counsellors and support staff

Aim:
To help participants apply parent engagement strategies to realistic bullying-related situations and identify constructive ways to improve school-family cooperation.

Materials needed:
Printed scenario cards, pens, flipchart or whiteboard.

Instructions:

1. Divide participants into small groups of 3–4 people.
2. Give each group one short scenario related to parental involvement in a bullying situation.
3. Ask groups to read the scenario and discuss the guiding questions.
4. Each group identifies:
    - what worked well or what was missing;
    - what assumptions or communication barriers may be present;
    - what the school could do differently;
    - one practical next step.
5. Invite one or two groups to briefly share their main conclusion with the whole group.

Facilitator notes:
Encourage participants to avoid blaming either the parent, the student or the teacher. The aim is to analyse the situation professionally and identify realistic steps that can improve cooperation. Remind participants that effective partnership does not mean agreeing on everything, but it does require respectful communication and shared focus on the student's wellbeing.

ACTIVITY 1: SCENARIO WORKSHOP – WHAT WORKED AND WHAT COULD BE IMPROVED?

Example scenarios

Scenario 1: Successful parental involvement
A student reports being repeatedly excluded and mocked by classmates. The class teacher contacts the parents early, explains the situation calmly and invites them to a meeting. Together, the school and the family agree on support for the student, monitoring of the class dynamics and regular follow-up communication.

Scenario 2: Defensive parent response
A parent is informed that their child has been involved in bullying another student. The parent becomes defensive and says that their child is "not a bully" and that the other student is too sensitive. The teacher needs to keep the conversation respectful and focused on behaviour, impact and next steps.

Scenario 3: Limited parental engagement
The school has tried to contact the parents of a student who is frequently involved in conflicts and bullying-related incidents, but the parents rarely respond. Staff members begin to feel frustrated and assume that the family does not care. The school needs to find alternative ways to engage the family without blame.

Scenario 4: Mistrust between parent and school
A parent believes that previous concerns about their child being bullied were ignored. They now refuse to cooperate with the school and say they no longer trust the teachers. The school needs to acknowledge the concern and rebuild communication.

Guiding questions

- What is the main challenge in this situation?
- How might the parent be feeling?
- What assumptions might the school staff make?
- What should the school avoid doing?
- What would be a constructive next step?
- How can the focus remain on the child's safety and wellbeing?

ACTIVITY 2: REFLECTION PROMPT – MY ROLE IN PARENT PARTNERSHIPS

Duration: 5 minutes
Format: Individual reflection followed by optional sharing
Target group: All school staff

Aim:
To support participants in developing greater self-awareness about their own assumptions, communication style and reactions when working with families.

Materials needed:
Printed reflection prompts or notebooks, pens.

Instructions:

1. Ask participants to reflect individually on one or two of the prompts below.
2. Give them 3 minutes for silent writing.
3. Invite volunteers to share one insight, if they feel comfortable.
4. Close the unit by asking participants to identify one small change they can apply in future communication with parents.

Reflection prompts:
Participants may choose one or two:

- How do my assumptions affect the way I communicate with families?
- When have I felt resistance from a parent, and how did I respond?
- What types of parent reactions are most difficult for me to handle?
- Do I usually listen first, or do I try to explain the school's position immediately?
- How can I make parents feel heard, even when the conversation is difficult?
- What is one thing I can do to build more trust with families?
- How can I keep the focus on the child's wellbeing instead of blame?

Facilitator notes
Emphasise that reflection is personal and does not need to be shared unless participants wish to do so. The purpose is not self-criticism, but professional awareness. Even small changes, such as using calmer language, asking one more question before responding, or following up after a meeting, can improve parent-school cooperation.



MODULE 6

RESPONDING TO CYBERBULLYING

Introduction & General Overview

This module addresses cyberbullying through a developmentally appropriate framework that integrates digital literacy, investigation procedures, and support mechanisms. Built on research from authorities like UNICEF (2020), the content recognizes cyberbullying as a complex issue requiring age-specific approaches. The module differentiates between needs of younger children (6-11) focusing on basic online safety, and adolescents (12-15) who require more sophisticated skills to navigate complex threats like deepfakes, sextortion, and doxing.

The relevance to anti-bullying education is evident through its practical, action-oriented approach to addressing cyberbullying at multiple levels. Rather than simply presenting information, the module equips educators with concrete investigation procedures, legal frameworks (including GDPR considerations), and counseling strategies based on research by Hinduja & Patchin (2019) and Kowalski et al. (2019). The systematic six-step process for investigating incidents establishes clear protocols while emphasizing the importance of evidence collection and appropriate reporting channels.

This module supports a whole-school strategy by addressing cyberbullying prevention, intervention, and support mechanisms across the educational ecosystem. The included activities foster critical thinking and peer support, while the legal and counseling components ensure educators understand their obligations and capabilities within EU frameworks.

Suggested Learning Outcomes:

- Understand different forms and causes of cyberbullying across age groups
- Apply systematic investigation and documentation techniques for cyber harassment
- Implement age-appropriate digital literacy education to prevent online threats
- Navigate legal and privacy concerns when addressing cyberbullying incidents
- Provide effective emotional support and counseling to affected students

What is Cyberbullying?

Cyberbullying refers to the act of harassing, intimidating, or upsetting a child or teenager under 18 through digital means. This can occur on social media, gaming platforms, messaging apps, or any other online service. It may involve hurtful posts, comments, texts, private messages, live streams, memes, photos, videos, or emails designed to embarrass, threaten, or distress the victim (Cyberbullying | eSafety Commissioner, n.d.).





Module Structure & Duration

The module has a total duration of approximately 120 minutes and consists of 3 subsections, each lasting around 40 minutes. Each subsection includes both exploratory activities and practical tasks.

Unit	Title	Duration
1	Education on digital literacy and online threats by age group	40 minutes
2	Investigating & documenting cyber harassment instances	40 minutes
3	Managing legality, privacy concerns and counseling support	40 minutes

Total duration: 120 minutes

Learning outcomes

By completing this module, teachers will be able to:

- Identify and differentiate between various forms of cyberbullying affecting different age groups, including in-game bullying, public shaming, impersonation, and sextortion
- Implement a systematic six-step process for investigating and documenting cyber harassment incidents while avoiding common pitfalls
- Apply age-appropriate digital literacy instruction that empowers students to recognize, prevent, and respond to online threats
- Navigate legal frameworks including GDPR and reporting obligations while maintaining appropriate privacy and data protection standards
- Provide effective emotional support strategies and establish peer support systems that minimize psychological impact on affected students

UNIT 1: Education on Digital Literacy and Online Threats by Age Group

In today's connected world, children and teens interact online more than ever—playing games, sharing moments, and learning new things. But just like in the real world, the digital space comes with risks and responsibilities. Digital literacy is the key to staying safe and making good choices online. It includes understanding how to protect personal information, think critically about content, and communicate respectfully. At the same time, certain online behaviors—such as cyberbullying, scams, and privacy violations—can pose real threats, especially for young users. This guide breaks down essential digital skills for ages 6–11 and 12–15, while also highlighting common online dangers.

What is Digital Literacy?

Digital literacy refers to the knowledge, mindset, and skills that individuals need to effectively and responsibly use digital tools. It involves the ability to find, access, evaluate, and manage digital information; to analyze and combine it to build new understanding; to create digital content; and to communicate with others in meaningful ways. This all takes place within real-life contexts, aiming to support positive social participation and thoughtful reflection on the digital experience (UNICEF, 2020).

The brief texts below are designed for children aged 6 to 11 and focus on online safety (2020). They are part of a guide that provides practical tips to help primary school children stay safe, respectful, and responsible when using the internet.



FOR AGES 6–11



Understanding Online Identity:
Children should understand that avatars, usernames, and profiles represent them online. They must avoid sharing personal details like their full name, school, or photos.

Basic Privacy Concepts:
Passwords protect accounts and should not be shared. Children should ask an adult before allowing apps to access things like location or camera, and learn to recognize safe websites (e.g., HTTPS, parent-approved).

Critical Thinking About Content:
Teach children to spot ads that look like games or videos, and to question images or videos that seem fake or too perfect.

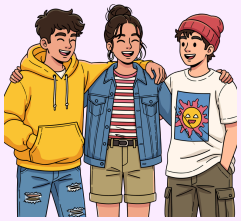
Appropriate Online Communication:
Using kind words in chats/comments (treating others as in real life). Teach to the children not to communicate online or sharing personal information with strangers.

Balanced screen habits: Understanding why too much screen time affects sleep and play. Learning to take breaks when frustrated (e.g., after losing a game).





FOR AGES 12–15



Managing digital footprints:
Students should understand that anything they post online—comments, photos, videos—can remain visible or stored, even if they later delete it. Encourage students to reflect their values online, avoiding offensive or harmful content that could misrepresent who they are (Inouye, 2024).

Deepfake & misinformation detection:
Teens need to be aware that not all online content is real or trustworthy. They should learn to identify manipulated media, such as AI-generated videos or fake quotes. Educators should help them realise that future opportunities, like university admissions or job applications, may be affected by their digital reputation (Inouye, 2024). Teach them to verify news with trusted, official sources before sharing it.

Ethical online behavior: At this age, students should understand the importance of academic honesty, including giving credit when using someone else's work or ideas. They must also be aware that sharing private content about others without permission—even as a joke—can cause serious harm (Fadil, 2024).





What online behavior can be considered as an online threat?

For ages 6-11:

In-Game bullying:
Happens when other players intentionally exclude, insult, or harass a child in multiplayer games (e.g., Minecraft). May include name-calling, blocking access to game areas, or teaming up to repeatedly defeat them. Younger kids may not recognize it as bullying and feel confused or upset without understanding why.

Stranger danger in chat:
Random users in games or apps pretending to be kids while asking personal questions (e.g., "What school do you go to?").

Exclusion from online groups: Being deliberately left out of group chats, game teams, or virtual hangouts by peers. Can happen after disagreements or as a form of silent bullying.

For Ages 12–15:

Public shaming & cancel culture: Humiliating posts, memes, or screenshots shared in group chats or social media (e.g., TikTok, Instagram). Often involves spreading private conversations or embarrassing moments to damage reputation (Forestal, 2024).

Fake accounts & impersonation: Bullies create fake profiles pretending to be the victim to post offensive content or send harmful messages. Used to ruin friendships, provoke drama, or frame the victim for inappropriate behavior (Patchin, 2015).

Sextortion & blackmail: Someone pressures a teen to send intimate photos, then threatens to share them unless they comply with demands. Often starts with flattery ("You can trust me") before turning manipulative. Many victims stay silent out of shame, allowing the abuse to escalate (Talib, 2023).

Doxing (Leaking private info): Sharing a teen's real-life address, phone number, or family details online without consent. Can lead to real-world stalking, prank calls, or harassment from strangers. Some doxing happens after personal conflicts as "revenge" (Cruz, 2024).

Activities

Activity for students 10-15 years

Introduction

Define cyberbullying (using technology to harass, embarrass, or intimidate).
Discuss differences between arguments and cyberbullying (repetition, power imbalance, intent to harm).

Ask students:

- *What technologies can be used for cyberbullying?*
- *Is cyberbullying worse than offline bullying?*
- *Do bullies and victims need to know each other?*

Video: "George" Show the video about two friends unintentionally cyberbullying a peer. *(YouTube: Make cyberspace a better place - George - Cyberbullying)*

Discussion

Discuss key questions:

- *Why was filming/posting without consent wrong?*
- *Who contributed to the bullying*
- *How might the victim feel?*
- *Who can help stop cyberbullying?*

Emphasize bystander responsibility—speak up or report.

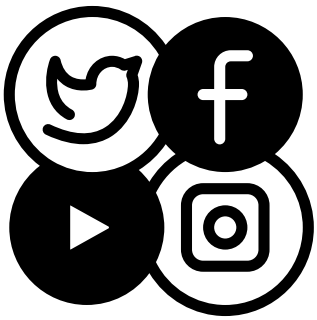
Activity: Code of conduct

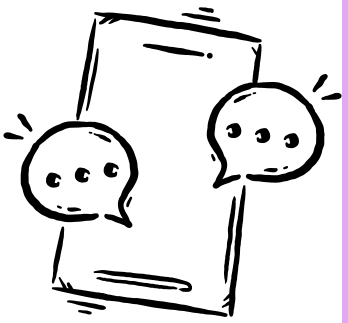
In groups, students create a "Code for Preventing Cyberbullying" with rules such as:

We never share photos or videos of other people without their permission.
We do not spread offensive comments online.
We support those affected by telling a trusted adult.

The groups present their codes to the class.







UNIT 2: Investigating & Documenting Cyber Harassment Instances

Cyber harassment is a growing issue in schools, and educators play a key role in identifying and addressing it. This unit provides a clear, 6-step process to help teachers investigate incidents safely and effectively while avoiding common mistakes.

Step 1: Recognize the signs

Begin by being attentive to any behavioral or emotional changes in students. Cyber harassment often causes victims to become withdrawn, anxious, or fearful. They may avoid technology, have trouble focusing, stop participating in class, or show sudden drops in academic performance.

Pay close attention to:

- Students who seem unusually isolated or upset.
- Comments or concerns raised by peers, parents, or other staff.
- Rumors or mentions of online conflicts.

What to avoid:

- Don't dismiss rumors without checking them out. Even if something sounds like gossip, it could be a red flag.
- Don't label it as "just drama." Always take concerns seriously, no matter how minor they seem at first.







Step 2: Collect evidence

Once an incident is suspected or reported, gather concrete evidence to understand the situation fully. Encourage the student who's been targeted—or any witnesses—to save and share screenshots, messages, posts, or videos that show the harassment. Keep a secure and dated record of everything collected.

What to avoid:

- Don't contact the harasser. Confronting the student responsible may make things worse or cause them to delete the evidence.
- Don't rely on verbal accounts alone. Digital harassment needs digital proof to take action and document appropriately.



Step 3: Assess the severity

Not all cyber harassment is the same. Evaluating the seriousness of the situation helps determine what steps to take next.

Levels to consider:

- Mild: Insults, name-calling, being excluded from online chats or groups.
- Moderate: Embarrassing photos or videos posted publicly, impersonation through fake accounts.
- Severe: Threats of violence, blackmail, sharing personal information (doxing), or sexually explicit content.

What to avoid:

Don't minimize severe cases. If there are threats, sexual content, or ongoing abuse, it may need law enforcement or outside help.

Step 4: Report to the right channels

Once the issue is confirmed, make sure it's reported through the proper avenues:

- **Online platforms:** Help the student report the harassment through built-in reporting tools on social media or gaming platforms. Many websites also have guides to walk you through reporting abuse.
- **Within the school:** Follow your school's or district's official procedures. This often means involving a counselor, administrator, or anti-bullying coordinator.
- **To authorities:** If any laws were broken (such as threats, extortion, or exploitation), contact local police or a school resource officer.

What to avoid:

Don't promise complete confidentiality. If there's a safety risk, you're obligated to involve others. Be honest with the student about who will be informed and why.



Step 5: Support the targeted student

Helping the victim feel safe and supported is crucial. Make sure they know they are not alone and that what happened is not their fault.

Steps you can take:

- Offer a safe space to talk.
- Refer them to a school counselor or psychologist for continued support.
- Work with them to secure their online presence: block the harasser, change passwords, update privacy settings.

What to avoid:

Don't blame the victim. Avoid questions that suggest the student caused the situation by their actions ("Why did you post that?"). Focus instead on protecting and empowering them.



Step 6: Follow up & prevent repeat incidents

Cyber harassment can continue or return in new forms, so ongoing support is key. Schedule regular check-ins with the student for a few weeks to make sure they're okay and not experiencing new issues.

Also, work on prevention at the school level:

- Teach students about respectful digital behavior.
- Include discussions on the real-world consequences of cyberbullying.
- Promote a culture where students feel safe reporting problems.

What to avoid:

Don't assume it's over after one conversation. Cyberbullying can be persistent. Keep communication open and remain alert to recurring issues.



Activity: Age group: 10-15

1. Objective

Students will research the current state of cyberbullying, analyze data, and reflect on their findings to understand the scope and nuances of online harassment
(The worksheet is included in the section "resources and tools").

2. Preparation

Materials needed:

- Copies of the "Words wound: Research activity" worksheet.
- Access to the internet or library resources for research.
- Writing materials or digital devices for note-taking.

3. Activity steps

a) Introduction

Begin with a class discussion on cyberbullying:

- *What is cyberbullying?*
- *Have students heard of recent incidents?*
- *Why is it important to understand its prevalence?*

b) Research phase

Students will investigate the following questions:

- *What is the title of your article?*
- *Who wrote the article?*
- *Where did you find your article?*
- *Is the information in the article reliable? How do you know?*
- *What age of students does your article include?*
- *How does the article define cyberbullying? What behaviors are they looking at?*
- *According to your article, what percent of students have been cyberbullied, and what percent have cyberbullied others?*
- *How was the information collected, and is it possible that the method might have affected the percentages?*
- *Did your article say anything about cyberbullying that you don't agree with, based on your experience and perhaps other sources?*
- *Did you find anything else interesting in your article? If so, what? Share your observations with the group.*

c) Group discussion

Students share their findings in small groups or with the entire class.
Encourage discussion on:

- *Differences in data between sources.*
- *Surprising statistics or definitions.*
- *Personal reflections on the reliability and relevance of the information.*

UNIT 3: Managing Legality, Privacy Concerns and Counseling Support

1. Legal frameworks and reporting obligations

The EU does not have a single law specifically targeting cyberbullying, but several directives and national legislations apply. The General Data Protection Regulation (GDPR) is crucial, as it governs how schools handle personal data when addressing cyberbullying incidents (Lievens, 2020). Educators must ensure that any investigation respects students' privacy rights while complying with mandatory reporting requirements (e.g., in cases involving threats, harassment, or illegal content under national laws).

Additionally, many EU countries have incorporated cyberbullying into broader anti-bullying or child protection laws. For example, some nations classify severe cyberbullying as a criminal offense under harassment or defamation statutes. Schools should collaborate with legal advisors to understand their obligations under local legislation (De Hert & Panakonstantinou, 2016).

2. Privacy Concerns and Data Protection

When addressing cyberbullying, educators must navigate GDPR carefully. This means:

- Only necessary information (e.g., screenshots, witness statements) should be collected and stored securely.
- Disciplinary actions should not publicly identify victims or perpetrators to prevent further harm.
- If cyberbullying occurs on social media, schools can guide students and parents in reporting content for removal under the Digital Services Act (DSA), which requires platforms to address illegal content promptly.

Balancing intervention with privacy is critical—schools must act against bullying while ensuring they do not unlawfully monitor students' private communications.

3. Counseling and emotional support

When students experience cyberbullying, educators play a crucial role in providing immediate and effective emotional support. Research shows that timely intervention can significantly reduce the psychological impact of online harassment (Hinduja & Patchin, 2019).

Guidelines for educators:

- Create a safe space for disclosure by maintaining confidentiality and showing empathy. Listen actively without judgment to validate students' experiences.
- Develop coping strategies collaboratively with students. Teach emotional regulation techniques like deep breathing and positive self-talk (Kowalski et al., 2019).
- Connect to resources including school counselors and mental health professionals when necessary. Early referrals prevent escalation of emotional distress.

Peer support strategies:

- Teach students to support peers through:
- Active listening without offering immediate solutions
- Encouraging reporting to trusted adults
- Standing up for victims online when safe to do so
- Including victims in social activities



ACTIVITY: WORDS WOUND LAWS

This activity is suitable for students aged 13-16. At this age, students are developing a deeper understanding of legal concepts and are increasingly active online, making them more susceptible to cyberbullying.

Learning Objectives

Recognize how cyberbullying is addressed under EU and national laws.
Understand students' rights and responsibilities concerning online behavior.
Analyze real-world scenarios to determine potential legal implications.

Materials Needed

- Printed copies of the adapted "Words Wound Laws Activity" worksheet - you can download it from **here**
- Writing materials (pens, pencils)

Activity Instructions

- Begin with a brief discussion on cyberbullying and its impact.
- Introduce the concept of legal consequences related to online behavior.

Scenario Analysis

Distribute the adapted "Words Wound Laws Activity" worksheets.
Students work individually or in small groups to read each scenario and answer the following questions:

- *What type of cyberbullying is depicted?*
- *Which EU directives or national laws might apply?*
- *What could be the potential legal consequences for the individuals involved?*

Group Discussion

Reconvene as a class to discuss the scenarios.
Encourage students to share their analyses and reflect on the importance of understanding legal responsibilities online.

Conclusion

Summarize key takeaways about cyberbullying laws in the EU.
Emphasize the importance of respectful online communication and knowing one's rights and responsibilities.



MODULE 7

CREATING A SAFE SCHOOL ENVIRONMENT

Introduction & General Overview

Creating a safe school environment is foundational to student learning, well-being, and engagement. In the European context, where schools are becoming increasingly diverse and multifaceted, ensuring that all students feel safe—physically, emotionally, and socially—is a critical component of preventing bullying and promoting inclusion. Safety is not just the absence of violence; it encompasses the presence of trust, predictability, belonging, and student voice. A positive school climate correlates directly with reductions in bullying and improvements in academic outcomes.

This module explores what constitutes a truly safe school environment by unpacking the relational, procedural, and cultural elements that contribute to a climate of safety. Drawing on ecological systems theory, it highlights how safe environments are co-constructed through the consistent actions of individuals, teams, and the school as a whole.

Unlike modules that address direct bullying responses or interventions, this module emphasizes proactive and preventive design—embedding safety into the everyday routines, interactions, and physical environments of a school.

As part of a whole-school anti-bullying strategy, this training supports educators in building classroom and school-wide systems that promote inclusion and psychological safety. It empowers teachers to assess their current environment, co-create safe spaces with students, and foster the sense of belonging necessary for equitable learning.

Teachers will leave with practical tools, reflection templates, and implementation plans to reinforce a culture where students feel seen, respected, and secure.



Module structure & Duration

Unit	Title	Duration
1	The foundations of a safe school climate	50 minutes
2	Safe classrooms through predictability and relationships	40 minutes
3	Embedding inclusion and belonging in school culture	80 minutes

Total duration: 170 minutes

Learning outcomes

By the end of this module, participating teachers will be able to:

- Describe the components of a safe school climate and their impact on student well-being.
- Assess their current classroom and school environment using structured reflection tools.
- Identify and redesign routines and systems to enhance predictability, inclusiveness, and student voice.
- Apply strategies to build relational trust with diverse learners.
- Implement small-scale initiatives that make safety and inclusion visible in everyday school life.

UNIT 1: The Foundations of A Safe School Climate

Safety in schools extends beyond physical protection; it includes emotional and psychological security. This unit explores the underlying factors that contribute to a positive school climate, including the school's relational culture, fairness of policies, visibility of diversity, and accessibility of support systems. It draws on Bronfenbrenner's Ecological Systems Theory, which emphasizes the interconnected roles of individuals, institutions, and cultural norms in shaping a child's experience.

Creating a safe school environment begins with understanding school climate—a multifaceted concept that encompasses the quality of relationships, clarity of expectations, emotional support, and inclusivity within the school. A climate perceived as unfair, exclusionary, or inconsistent fosters anxiety, disconnection, and vulnerability to bullying. Research shows that school climate is one of the strongest predictors of bullying prevalence. Positive climate indicators include student-teacher trust, equitable rules, peer support, and opportunities for student voice.

According to Ecological Systems Theory, students are shaped by interactions within microsystems (classrooms), mesosystems (family-school connections), exosystems (school policy), and macrosystems (social values). A classroom might seem safe to one student but alienating to another based on how they are positioned within these systems. For example, LGBTQ+ students often report feeling unsafe in schools even in the absence of direct bullying, due to non-inclusive language or invisibility in the curriculum.

Therefore, safety must be proactively designed. Teachers play a critical role in setting the tone for their classroom and contributing to the wider school climate. In this unit, educators reflect on their current environment, recognize cues that signal safety or threat to students, and begin developing awareness of systemic influences that may unintentionally exclude.



ACTIVITY 1: CLIMATE REFLECTION AND MAPPING

Target group: Primary and secondary school educators (can be adapted for all staff)
Objective: To help educators understand how different students may experience school spaces and routines in varying ways, and to evaluate how environmental, relational, and structural elements contribute to or undermine a sense of safety and belonging.
Total time required: 45–60 minutes depending on the time for discussions and reflection (can be split into two shorter sessions)

Part 1: Personal climate reflection
Time needed: 10–15 minutes
Objective: To examine the emotional and social environment of the school from a student-centered lens.
Instructions: Reflect on the questions below as if you were one of your students, especially those who might be marginalized, anxious, new to the school, or socially excluded. Use the space to jot down concrete examples, observations, or concerns.

- Where in the school do students appear most relaxed, engaged, or joyful? (E.g., library, courtyard, art room: what do these spaces have in common?)
- Where do conflicts, exclusions, or tensions most often occur? (E.g., corridors, changing rooms, playground: why might these be vulnerable zones?)
- When and where might students feel unseen, ignored, or emotionally unsafe? (Are there patterns tied to group work, lunch periods, or classroom routines?)
- Which students are most often seen, praised, or given leadership roles? (Who gets visibility and voice? Who blends into the background or is overlooked?)
- How are new students or those who struggle socially supported in the classroom? (Are there systems or peer supports in place?)
- Are school rules and behavior expectations applied consistently to all students? (Do students perceive fairness, or are certain groups treated differently?)
- What happens when a student breaks a rule? (Are consequences clear, respectful, and predictable? Do students understand the 'why' behind the rule?)

ACTIVITY 1: CLIMATE REFLECTION AND MAPPING

- Do students know who to approach when they feel unsafe, excluded, or anxious? (Are support systems visible, trusted, and accessible to all students?)
- How often do students get to express opinions about their learning or school life? (Are there student-led discussions, suggestion boxes, councils, etc.?)
- Does the school environment reflect the cultural, linguistic, and neurodiverse identities of students? (Think of wall displays, books, language, celebrations, etc.)

Reflections (better suited for group activities)

- Which of these reflections surprised you the most?
- Are there any patterns in the physical layout or daily routines that may unintentionally reinforce exclusion or tension?
- What's one change you could test in your classroom or shared space to reduce stress or increase connection for students?



ACTIVITY 1 / PART 2: SAFE SCHOOL CLIMATE SELF-REFLECTION CHECKLIST

Instructions:
Use this checklist to reflect on the current climate in your classroom or school. Rate each item using the scale below:

1 – Strongly disagree
2 – Disagree
3 – Neutral
4 – Agree
5 – Strongly agree

Item	Rating 1–5
Students feel emotionally safe and free from ridicule, mockery, or exclusion.	
There is mutual respect between students and teachers.	
Classroom and school spaces promote safety and calm (e.g. lighting, layout, noise levels).	
Students of all backgrounds feel a sense of belonging in the school.	
Rules and expectations are clearly communicated and applied consistently to all students.	
Teachers and staff intervene promptly and fairly in cases of inappropriate behavior.	
Positive behaviors and contributions are acknowledged and reinforced regularly.	
Diversity (cultural, religious, linguistic, gender, ability) is actively celebrated and respected.	
The physical environment reflects inclusion and respect (e.g., inclusive imagery, accessible spaces).	

Item	Rating 1–5
Students know at least one trusted adult they can approach when they feel unsafe.	
Systems exist for reporting bullying or safety concerns confidentially or anonymously.	
Staff collaborate to monitor and support students' social and emotional well-being.	
All students have equal access to participation in extracurriculars, leadership, and class activities.	
Students are taught strategies for resolving conflict and regulating emotions.	
The school has clear procedures for responding to incidents of bullying or exclusion.	
Students are involved in shaping classroom norms and decision-making.	
Restorative practices (e.g., circles, mediated dialogue) are used when conflict occurs.	
Transitions between classes or school activities are smooth, calm, and supervised.	
Parents and caregivers are welcomed and engaged as partners in promoting a positive school climate.	
Staff model inclusive and respectful behavior in all interactions with students and each other.	

Reflection

- What are your two strongest areas?
- What are two areas that could be improved?
- What is one small change you could implement this month?

ACTIVITY 2: CASE SCENARIO - SAFETY SIGNALS

Duration: 25–30 minutes

Purpose: To help teachers identify subtle "safety signals" or warning signs in everyday school scenarios that may signal emotional distress, exclusion, or unsafe dynamics for students, even in the absence of direct bullying.

Instructions:
The participants have to be divided into 4 small groups. Each group will be assigned one of the scenarios below. Their task is to read them carefully and discuss:

- What might the student be feeling?
- Are there any early signs of exclusion, stress, or unsafe dynamics?
- How might a teacher respond preventatively (without escalating or labeling the situation)?
- What systems or classroom norms might reduce the risk of harm?

The activity can also be done individually or in an online version.

Scenario 1 – "The lunch shuffle" (Primary School)

Layla is a quiet 9-year-old who often eats lunch at the far end of the cafeteria. She used to sit with a group of girls from her class, but recently they've started saving seats for each other and "accidentally" filling the table before Layla arrives. She now eats quickly and leaves early. None of the staff have noticed.

Guiding questions:

- *What signals suggest Layla might feel excluded or unsafe?*
- *What could be done at the lunchroom or classroom level to create a more inclusive atmosphere?*
- *How might a subtle check-in from a teacher make a difference?*

Scenario 2 – "The perfect group"
(Secondary School)

In a Year 9 History lesson, students are asked to form their own groups for a project. Within minutes, the confident students form clusters, while Jamie — a quiet boy who recently moved from another country — remains without a group. The teacher eventually assigns him to a group where students barely include him in conversation.

Guiding questions:

- *How might Jamie interpret this experience emotionally?*
- *What role do classroom routines and teacher expectations play here?*
- *What inclusive strategies could be implemented in future group work?*

Scenario 3 – "The language barrier"
(Primary School)

Fatima, who speaks limited local language, joined the class a month ago. During morning routines, other students chat freely while she sits quietly. When instructions are given, she often hesitates, looking at others for cues. A few students mimic her accent when the teacher isn't watching.

Guiding questions:

- *What might Fatima be experiencing day to day?*
- *How could the teacher support language inclusion more visibly and actively?*
- *What structures (peer buddies, multilingual signs) could be introduced?*

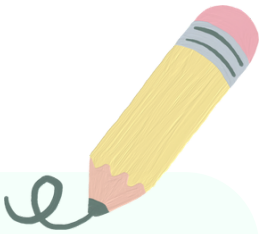


Scenario 4 – "It's Just a Joke"
(Secondary School)

Luka is a quiet student who enjoys art and often spends breaks drawing in a sketchbook. Some of the louder students in class have started making jokes about his drawings, calling them "weird" or "pointless," and mimicking his style in a mocking way. When Luka reacts with discomfort or tries to ignore them, they say things like "Relax, it's just a joke." Teachers sometimes overhear these comments but don't intervene, assuming it's harmless teasing. Over the past few weeks, Luka has become more withdrawn and has stopped bringing his sketchbook to school.

Guiding questions:

- What are the emotional and social risks in this situation?
- Why might Luka not feel safe speaking up or reporting this behavior?
- How should teachers respond when they witness "just joking" behavior that targets students' interests or expression?
- What could be done to normalize respectful curiosity and appreciation of student differences?



After the discussion...
Each group or individual can write down:

- One visible change they could introduce tomorrow to promote emotional safety.
- One policy or routine that might need reviewing at the school level.

UNIT 2: Safe Classrooms Through Predictability and Relationships

Predictability and trust are cornerstones of emotional safety. When students understand what to expect and trust that adults will respond fairly, they are more likely to participate, take risks, and seek help. This unit examines how classroom routines, relational strategies, and consistency contribute to student safety.

One key driver of safety in the classroom is predictability. Children thrive when routines are structured and transparent. A lack of clarity about expectations, transitions, or consequences can create uncertainty and anxiety—particularly for neurodiverse students or those with trauma backgrounds. Predictable routines reduce the emotional load and free up cognitive space for learning.

In tandem, relational trust must be cultivated. This involves consistency, empathy, and authentic listening. Teachers who build secure, respectful relationships reduce power imbalances and foster a sense of psychological safety. This doesn't mean eliminating authority, but rather using authority responsibly and equitably.

This unit bridges theoretical understanding with practice. Teachers will review sample classroom routines, identify moments that require more structure or flexibility, and reflect on how their interactions signal inclusion or exclusion. Through role play with student personas, they will explore how empathy and responsiveness can build or erode trust.





ACTIVITY 1: DESIGNING A PREDICTABLE CLASSROOM ROUTINE

Primary school

Duration: 30–40 minutes

Purpose: To help teachers collaborate with their students in building a clear, predictable, and inclusive routine for a specific classroom moment (e.g. entering the classroom, transitioning between activities, or starting the school day). This empowers students, builds ownership, and increases emotional safety.

Predictable routines reduce stress and confusion for young learners, especially those who are neurodiverse, anxious, or adjusting to a new school culture. When students help create the routine, they are more likely to understand, accept and follow it.

Instructions

Step 1: Choose a focus routine *(5 minutes)*

Select some classroom routines that frequently causes stress, confusion, or disruption. Common examples:

- Morning arrival and unpacking.
- Transition between group and individual work.
- Cleaning up at the end of the day.
- Moving between classrooms or to the playground.

Select 2-3 routines, depending on the time you have allocated for this activity. Write it on the board.

Example:

„Let's make a great plan for how we do during _____!"

Step 2: Student brainstorm *(10–15 minutes)*

Have a group discussion with the class:

- *"What usually happens during the routines?"*
- *"What feels confusing or stressful?"*
- *"What would help everyone feel ready and calm?"*

Chart their answers on the board or flip chart. Use simple language or visuals for young learners.

Example prompts:

- *What should we do first?*
- *How do we know when it starts?*
- *What should we not do during this time?*
- *How can we help each other remember?*

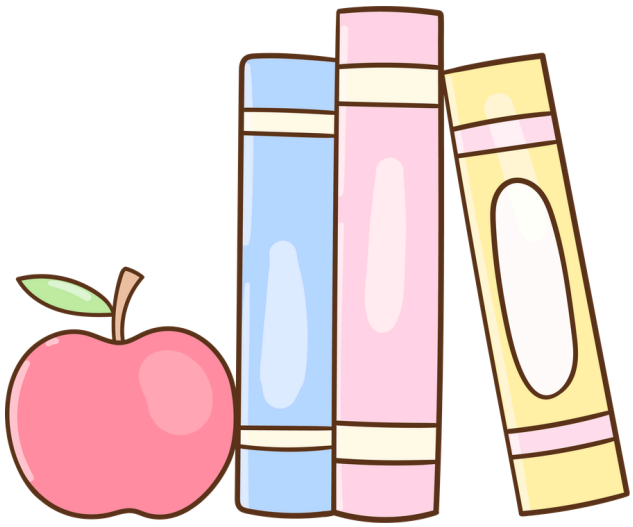
ACTIVITY 1: DESIGNING A PREDICTABLE CLASSROOM ROUTINE

Step 3: Build a step-by-step routine *(10 минути)*
Using student ideas, co-create a new, simplified version of the routine(s) chosen. Write it clearly as a numbered or visual list.

Example: Getting ready after recess
1. Hear the bell and line up with quiet mouths
2. Walk to class in a straight line
3. Take a deep breath when you enter the room
4. Sit down and take out your writing book
5. Wait quietly for the next instruction

Post it (them) on the board and read it together.

Step 4: Add visual supports *(Optional – 5–10 min)*
Let students help create drawings or symbol cards for each step.
Assign student "routine buddies" who can help others remember the steps.



UNIT 3: Embedding Inclusion and Belonging in School Culture

Safety and belonging are inseparable. When students see themselves reflected in the school's spaces, practices, and decisions, they feel more valued and less vulnerable to exclusion or bullying. This unit explores how to audit the school's culture and co-create spaces of belonging.

A school's culture is not only shaped by its rules and curriculum, but also by what is visible and invisible. Inclusion must be visible in displays, language use, policies, representation, and participation. When students don't see their identities represented (or only see stereotyped representations) they may internalize a sense of not belonging.

Visibility also means acknowledging multiple voices. Student voice is a critical element of safety. This includes both structured platforms (e.g., councils) and informal opportunities (e.g., feedback walls, classroom discussions). Equitable participation ensures that all students -not just the confident or articulate, are heard.

This unit empowers educators to conduct an inclusion audit using visual cues and self-reflection. They will explore examples of student voice mechanisms and plan a small-scale initiative for their classroom or school. The aim is not large-scale reform, but the cumulative effect of intentional choices that foster community and dignity.



ACTIVITY 1: INCLUSION AUDIT WALKTHROUGH

Suitable for all educational levels

Duration: 40–60 minutes

Purpose: To assess how inclusive and welcoming the physical and social environment of the school feels from a student perspective, and to identify areas for improvement. What students see, feel, and experience in their environment matters.

Instructions

Start by explaining to the students that the goal is to observe and analyse at what messages the school sends about who belongs here, who is visible, and how welcoming it feels to everyone. Clarify that the goal is not to criticize, but to reflect, discuss and improve.

Step 1: Walkthrough observation *(15–30 min)*

Divide students into small groups (2–4 students). Each group gets a copy of the Inclusion audit checklist (see template below). Let students walk around designated areas (e.g., classrooms, hallways, library, entrance, outdoor spaces).

They should:

- Take notes
- Take pictures (if appropriate and allowed)
- Discuss examples of inclusive or exclusive elements

Optional adaptations for primary level students:

- Use a simplified visual version with emojis or color cards
- Walk through as a whole group and discuss aloud

INCLUSION AUDIT CHECKLIST

Instructions:
For each item, respond with:
Yes / No / Not Sure and add brief examples or notes if relevant. You can also use pictures to illustrate your analysis.

Reflection prompts:

- *What are the top 3 areas where our school is doing well?*
- *Which 2 areas feel most urgent to improve?*
- *What is one small action you can take to increase inclusion or visibility?*

Step 2: Debrief and reflect *(15–20 min)*
Bring students back together and guide them through a discussion. Here are some questions you can use:

- *What did you notice that made you feel welcomed?*
- *Was there anything missing or unclear?*
- *How do you think new students might feel entering our school?*

Then ask students to write or draw one suggestion to improve visibility, inclusion, or fairness in the school environment.

Statement	Yes / No / Not Sure	Notes / Examples
Students from different cultural backgrounds are represented in wall displays and art.		
Posters and signs promote diversity, kindness, and respect.		
Class and school rules are displayed clearly and positively.		
Signs and materials are available in the languages spoken by students/families.		

Statement	Yes / No / Not Sure	Notes / Examples
Students with disabilities can access all main areas of the school (entrance, toilets, library, etc.).		
There is clear signage for gender-neutral or safe restroom access (if applicable).		
Adults greet or acknowledge students during transitions and at school entrances.		
Displays include student voices and contributions (quotes, artwork, projects).		
A wide variety of student achievements are celebrated (not only academic or athletic).		
Cultural and religious events from different communities are acknowledged.		
Class materials reflect multiple perspectives and cultures.		
Seating arrangements allow for flexible and inclusive groupings.		
Common spaces (library, cafeteria, etc.) are free from exclusive or territorial behavior.		
Adults intervene when students are excluded or ignored by peers.		
Students know where and how to report concerns confidentially.		

Statement	Yes / No / Not Sure	Notes / Examples
There are opportunities for all students to lead activities, not just a few.		
School clubs and extracurriculars are open and welcoming to new members.		
Students with different learning needs are supported without being singled out.		
Multiple learning styles are accommodated in classroom instruction.		
Quiet or sensory-friendly spaces are available for students who need them.		
Students' names are pronounced correctly and respected.		
Conflict resolution or restorative practices are used fairly.		
Bullying prevention messages are visible and specific.		
Student councils or leadership bodies reflect the diversity of the school population.		
The school environment feels like a place where every student belongs.		

ACTIVITY 2: STUDENT VOICE STRATEGY BUILDER

Secondary school

Duration: 45–60 minutes

Purpose: This activity helps secondary school students design realistic and effective ways to share their ideas, concerns, and feedback with teachers and school leadership. The aim is to embed student voice into daily school life, not only through formal councils but also via regular classroom routines and informal feedback channels.

Instructions

Step 1: Introduction

Explain the concept of student voice: having genuine opportunities for students to influence decisions that affect their learning and school environment. Provide examples, such as student councils, suggestion boxes, peer mentoring, or classroom feedback forms.

Step 2: Menu of possibilities

Distribute the 'Student voice menu' handout, which lists different approaches (see template below). In pairs, students discuss which ones are currently in place at the school and which they feel could work better.

Student voice menu

Examples

- Suggestion box (physical or online) with monthly reviews
- Student council with representatives from all year groups
- Rotating ‘student chair’ for class meetings
- Peer-led assemblies or workshops
- Class feedback forms after projects or termly
- Open forums with school leadership
- Student-led social media or newsletter
- Peer mentoring schemes
- Collaborative rule-making in classrooms
- Student involvement in teacher recruitment panels

Step 3: Group strategy design

Divide students into small groups. Each group thinks of, or selects from the "menu" one or two student voice approaches they would like to improve or introduce.

Using the 'Student Voice Strategy Template', they design a plan that answers:

- *What is the goal?*
- *Who will be involved?*
- *How will feedback be gathered and shared?*
- *How will success be measured?*

Student voice strategy template

1. Strategy title: _____
2. Goal (What change or improvement are we aiming for?):

_____

3. People involved: _____
4. How feedback will be gathered: _____
5. How feedback will be shared: _____
6. Timeline: _____
7. How we will measure success: _____

Step 4: Presentations

The groups present their strategy to the class. Encourage constructive feedback and identify any overlaps or common themes.

Step 5: Action planning

As a class, choose 1–2 strategies to pilot over the next month. Assign roles and agree on a simple timeline.above



CONCLUSION

This curriculum presents a comprehensive and practice-oriented approach to the prevention of and response to bullying in school settings. The modules show that bullying is not an isolated incident or a problem between individual students, but a complex process influenced by group relationships, school climate, the role of adults, the family environment, digital behaviour and the culture of the community.

The programme emphasises the need for early recognition of risky behaviours, timely intervention and consistent support both for students who are targeted by bullying and for those who engage in it or witness it. Particular attention is given to the role of witnesses, group dynamics, emotional intelligence, empathy and students' ability to respond responsibly in difficult situations. Through practical activities, role plays, discussions, case studies and reflection tools, teachers are given the opportunity not only to better understand the mechanisms of bullying, but also to develop concrete strategies for prevention and response.

An important emphasis of the programme is that addressing bullying is a shared responsibility. It cannot be limited to a single lesson, one teacher or a particular school professional. Every school subject, every classroom and every interaction at school can contribute to building a respectful and safe environment. For this reason, the cross-curricular approach, cooperation between teachers and the consistent use of shared language and values are key to creating a sustainable school culture that does not allow mockery, exclusion or aggression to become normalised.

The programme also places a strong focus on cooperation with parents and families. Effective prevention requires consistent messages between school and home, trust, respectful communication and a willingness to seek solutions together. When parents are involved as partners, the school is better able to intervene early, support students and build a consistent environment in which children understand what behaviour is acceptable and how they can seek help.



CONCLUSION

In the context of contemporary school life, the curriculum also addresses cyberbullying as a real and growing risk. Teachers are guided towards developing digital literacy, recognising online threats, safely documenting cases, protecting personal data and providing emotional support. This is particularly important because students' online experiences often have a direct impact on their relationships at school and on their mental wellbeing.

In conclusion, creating a school free from bullying requires not only rules and procedures, but also daily work on relationships, trust, belonging and student voice. A safe school environment is built through small, consistent and intentional actions — clear routines, fair responses, respectful language, inclusive practices and visible support. When students feel seen, heard, respected and protected, they are more likely to participate actively, seek help, support their peers and contribute to a positive school climate.

This curriculum offers teachers practical tools and ideas that can be adapted to different school contexts. Its main aim is to support school professionals in building safer, more inclusive and more empathetic school communities, where every child has the right to learn, develop and be themselves without fear of bullying, humiliation or exclusion.



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"Know and Can" Association

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