



## DAILY PROGRAMME

# Cyberbullying: Prevention and Response in Schools

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| <b>DURATION</b><br>5 days · 25 hours                                                                                                                                 | <b>DAILY SCHEDULE</b><br>09:30–15:00<br>Monday to Friday, with a break for lunch | <b>LANGUAGE</b><br>English (B1+)         |
| <b>COURSE CENTRES</b><br>Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome<br>Dates and cities of the scheduled sessions are listed on the course page. |                                                                                  | <b>GROUP SIZE</b><br>Max 20 participants |

## Week at a glance

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|------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------------|
| <b>DAY 1</b><br>Recognising It, and the Plan Behind the Response | <b>DAY 2</b><br>Prevention: The Work That Happens Before Anything Does | <b>DAY 3</b><br>Protection: Deepfakes, Cloned Voices and Where the Line Now Sits | <b>DAY 4</b><br>Response and Support: The First Ten Minutes and the Ten Days After | <b>DAY 5</b><br>Your School's Intervention Protocol |
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## Day by day

### Day 1

#### Recognising It, and the Plan Behind the Response

- **Icebreaker:** "Digital Footprint Circle" — in pairs, participants map the platforms their own students use most, surfacing where cyberbullying actually happens before the course frames it theoretically
- Presentations of participants' schools
- **The forms it takes:** exclusion, impersonation, fake accounts, sustained group-chat pressure, image-based harassment — and how differently each one looks from the outside
- **The European Commission's action plan against cyberbullying:** its three pillars — protection, prevention and awareness, and reporting and support — and what each one asks of a school
- **Working session:** each participant places two incidents — supplied by the course, or a kind of incident you know from your own school, described without names — against the three pillars and names the pillar their school is least prepared for

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## Day 2

### Prevention: The Work That Happens Before Anything Does

- **Warm-up:** "Agreed or announced?" — in pairs, sort a few classroom expectations into ones pupils helped agree and ones simply announced to them, and predict which last longer; it opens the day on prevention
- **What prevention actually consists of:** norms agreed with a class rather than announced to it, and the behaviour signals that tend to appear before an incident is ever reported
- **Short film screening and discussion:** the cost seen from three sides — the target, the bystander and the child doing the bullying
- Making a prevention resource, starting from the #NotOnOurFeed toolkit: participants build a short visual narrative on cyberbullying — on a device or as a paper storyboard — of the kind they can produce with their own class
- Peer feedback on the visual narratives, judged on whether a pupil of the age you teach would sit through them

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## Day 3

### Protection: Deepfakes, Cloned Voices and Where the Line Now Sits

- What pupils can now make of each other in minutes — a face in a photograph they never posed for, a voice saying something never said — and why "do not share photos" no longer covers the risk
- **Where the legal line moved:** Directive (EU) 2024/1385 requires member states to criminalise non-consensual intimate or manipulated material, including sexualised deepfakes, with national law due by June 2027 (Denmark is not bound by it)
- **Labelling and evidence:** what the EU AI Act's transparency rules, applying from August 2026, ask of providers and deployers of generated content (with marking phased in for older systems), and why a screenshot on its own is a weak record
- **Case-study analysis:** incidents involving generated material, some published with the names removed and some constructed — deciding for each whether it is a classroom matter, a safeguarding matter or a police matter
- What to say to the parents of both children, and what not to promise either of them

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## Day 4

### Response and Support: The First Ten Minutes and the Ten Days After

- **Reacting when it surfaces:** de-escalation, what reliably makes it worse, and the difference between acting early and acting loudly
- Preserving evidence properly, and the online safety app the Commission is rolling out so a young person can report an incident and submit evidence directly
- The #NotOnOurFeed toolkit for classroom use, and the channels that actually exist: your national Safer Internet Centre, the 116 111 child helpline, and the platforms' own reporting flows — practised, not listed
- **Small-group role-play:** responding to an incident from the bystander's position, which is where most incidents are first visible
- **Supporting all three parties:** the target, the bystanders who saw it, and the child who did it — including what changes when that child is eleven rather than fifteen

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## Day 5

### Your School's Intervention Protocol

- **Writing session:** each participant writes the protocol for their own school — who is told, in what order, within what time, through which channel, and how evidence is kept
- **Protocol review in small groups:** three colleagues run a scenario from Day 3 and an ordinary group-chat case against it and check that it closes the gap in the pillar you named on Monday, naming any weak spot
- **Revision time:** participants amend their own protocol before taking it home
- **Course evaluation:** round-up of competencies, feedback and discussion
- Awarding of the Course Certificate of Attendance

#### PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

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#### ISSUED BY

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#### COURSE PAGE

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