

Who can use this manual?

This training manual mainly addresses trainers providing training courses focusing on cyberbullying.

Due to the diversity of training systems and traditions in different European countries the scope of trainers addressed is much broader than one might expect first. It includes for instance trainers providing training in the field of traditional school bullying and trainers providing training in the field of ICT and Internet safety. Moreover, there are various professional groups providing training such as mediators, councillors, social workers, teachers and educational staff, police officers and many others more.

In order to do justice to this broad scope of trainers this training manual has chosen a rather pragmatic approach and addresses all professionals providing training for parents, school staff and young people in the field of cyberbullying.

However, of course this training manual can also be used by other users interested in or dealing with cyberbullying. For this group this manual can be also a very useful and helpful for getting a deeper insight in what research says about cyberbullying and how it can be tackled.

How to use this manual?

Use the manual flexibly and chose the components that you need

Due to the complex nature of the cyberbullying phenomenon and the rather broad, heterogeneous target group addressed, the CyberTraining training

manual is not standardized but rather resembles a resource book that can be used in a flexible way. Experienced anti-bullying trainers for instance may want to skip part I of module 4 that provides an overview about what we know in terms of tackling traditional school bullying, while experienced ICT trainers may want to skip parts of module 3 that introduces into ICT and Internet safety.

We advice that basing on your background, previous knowledge and nature and composition of the group of trainees you are working with you chose the components of this manual that are helpful for your work. Taking a look at each module's summary and the description of the objectives and envisaged outcomes helps you getting a first idea about the different modules' focuses and choosing the components of the manual that you need for your purposes.

Use the training manual in eBook format or print out PDF versions of the modules

This training manual is available in eBook format and in form of PDF versions.

When using the online version in eBook format you have direct access to a wealth of online resources such as video clips, reports, useful web sites and other external online resources to which we hyperlink from each of the modules. Provided you have an Internet connection when you hold your course, you can also directly display resources like e.g. video clips we embedded in the eBook.

However, for a quick overview it can be helpful to print out the PDF versions of each module. All hyperlinks are listed in form of footnotes then.

Use of the theory-oriented first part of each module

The first, rather theory-oriented part of each module outlines what research knows about cyberbullying, information and communication technology as well as traditional school bullying. Apart from a 'Summary' section it includes an outline of the module's 'Objectives and envisaged outcomes' and the section 'Summary of current knowledge and thinking', the core of the theory-oriented part that provides facts and background information. In the text body of the 'Summary of current knowledge and thinking' we embedded boxes with references to the resources and activities used in the second, rather practical-oriented part of the module.

Depending on your preferences you can either use this theory-oriented part for preparing your training course or for yourself to get a deeper insight in the topic that is in module's focus.

Use of the practical-oriented section of each module

The second, practical-oriented part of the modules includes activities that aim to deepen the content of the 'summary of current thinking and knowledge' section by making the trainees explore, reflect or discuss. Most activities build on resources such as narratives, video clips or other online resources.

We suggest using the activities within the suggested context of the modules. In case you use some activities as stand-alone resources we advise you to check carefully whether this is appropriate.

Use of suggested resources

In the Internet there is a wealth of online resources that is focusing on cyberbullying. Both in the rather theory-oriented 'Summary of current knowledge and thinking' and the 'activities' we embedded hyperlinks to external online resources that help illustrating and deepening the content of the respective section.

However, we are aware of the fact that the Internet is in constant change and that new and updated resources on cyberbullying get published continuously. We therefore consider the resources we are referring to as suggestions and encourage you to search for similar or updated resources on your own.

Additional national resources in the manual's national versions

The original English version of this training manual that is addressing an International English-speaking audience mainly includes references to resources that are available in English.

In the national version of the training manual we tried to provide additional, equivalent or similar resources in the language of the respective version whenever this was crucial for the content of a module. However, as for many resources there are not similar national versions available and also in order to maintain the character and context of the original English version, we hyperlinked crucial resources with automatic translations provided by Google translate . Though these automatic are far away from being perfect, they nevertheless give users a first idea about the respective resource.