TOOLKIT

FOR YOUNGSTERS,
PEER EDUCATORS/LEADERS
ON PREVENTION OF CYBERBULLING
AND PEER VIOLENCE AMONG YOUTH

Contents

ABOUT THE PROJECT

Peer bullying / violence and Cyberbullying are happening daily in our communities, unfortunately.
Exposure to severe (cyber)bullying can affect not just how young people feel but also how they behave. The behavioural consequences of bullying others and being bullied include aggression, misbehaviour, irresponsible risk-taking, and the use of illegal substances. Bullied students are also more likely to develop negative expectations about the future.
ICT-aided solutions are playing an ever-greater role in the forms of establishing and maintaining communication, replacing interpersonal communication. However, although the medium is different, there is always a person behind the digital tools, and this is why the tasks of youth work extend into virtual space. Even if youngsters show a big confidence in using online tools they are still not educated in using these tools with full awareness.
Besides dealing with bullying face-to-face, there is clearly also a role for online youth work practice, in terms of supporting digital literacy and enabling young people to deal with some of the associated risks in an online setting, like cyberbullying. The practice implications for youth workers lie in new competencies required and new forms of boundary maintenance in relationships with young people.

Youth workers are in a unique position to promote healthy relationships among teenagers, intervene in instances of bullying and, with parents, help bullies and their victims learn how to re-build healthy relationships with their peers. Protecting children from abuse is the responsibility of all the adults in their lives, primarily parents and teachers. However, with youngsters visiting youth centres and youth clubs regularly, youth workers become also ones of those who have that responsibility for prevention of peer violence and (cyber)bullying among youngsters. Youth workers can reduce aggression and victimisation by creating a climate of support and empathy in and outside of the youth centres.

With this project, we are answering to the needs defined by institutions, as well as the needs of our own youth workers and youngsters. We are promoting prevention of peer violence and (cyber)bullying among youth, empowerment of youth peer leaders to deal with the topic and the quality empowerment of our youth workers to be able to organise quality education of youth peer leaders, as well as active youth work for prevention of (cyber)bullying among youth.

This project aims to support youth workers in developing and sharing effective methods in reaching out to marginalised young people in preventing racism & intolerance among youth, and in addressing the risks and implications of digitalisation.

Therefore, the objectives of the project are:
- Empower youth workers and peer educators/leaders among marginalised youngsters for prevention of cyberbullying and peer violence among youth, through development of inspiring and innovative Curriculum, LTTA and the Online course for youth workers' training.
- Empower marginalised, discriminated and bullied youngsters in coping mechanisms and dealing with cyberbullying and peer violence, through innovative Toolkit with workshops for vulnerable youngsters.
- Exchange good practices and further develop quality strategic partnership among partners from 3 European countries with different realities in regard to cyberbullying and youth peer violence prevention.

Project activities are:
- A1 – Project Management activities

- M1 – Kick-off transnational project meeting of the partners
- O1 – Toolkit for youngsters, peer educators/leaders on prevention of cyberbullying and peer violence among youth
- M2 – Second transnational project meeting
- O2 – Curriculum "Empowering youth workers and youth peer leaders for prevention of face-to-face peer violence among youth"
- M3 – Third transnational project meeting
- O3 – Online course for youth workers and peer educators "Empowering youth workers and youth peer leaders for prevention of cyberbullying among youth"
- C1 – LTTA Training of trainers
- E1, E2, E3 – Open conferences in Serbia, Croatia and Germany
- M4 – Evaluation transnational project meeting

Project partners are:
- Outreach Hannover, e.V., Germany
- Active youth in happy Europe (AMUSE), Serbia
- Association for improvement of modern living skills "Realization", Croatia
- Learning Wizard d.o.o., Croatia

INTRODUCTION

The Toolkit for youngsters, peer educators/leaders on prevention of cyberbullying and peer violence among youth is envisioned as an innovative (pdf and digital) publication and resource material for both youngsters and peer educators/leaders, so they can effectively: identify and address aggressive behaviours among young people within the communities they are active in; support peer young people in developing positive and supportive behaviours towards other youngsters and promote prevention of peer violence and (cyber)bullying among youth.

The concept of this toolkit brings different educational methodologies that were explored previously in youth work and are adapted in this toolkit, as well as innovative ones with updated situation/realities and by specifically focusing when working with/for youngsters who are vulnerable to (cyber)bullying or peer violence. The toolkit is designed to raise awareness and promote the prevention of cyberbullying and support youngsters in need. Cyberbullying and peer violence are two negative phenomena who are quite present among youngsters. They are present even in schools, educational institutions, recreational spaces, different sports/entertaining clubs. Addressing of such issues is of high importance so that all young people feel included and enjoyably utilise their hobbies, interests, and obligatory activities.

The Toolkit comprises of two parts. The first part covers theoretical concepts and methodology useful for quality prevention of peer violence and (cyber) bullying among youth, including recommendations for youth workers and young peer educators working with (cyber)bullied youngsters on the development of their resilience. Moreover, the first part includes the process of mentoring for young beneficiaries as a follow-up after the workshops, in the process of possible further development of theirs as peer educators/leaders

The second part consists of 10 different workshops for youth workers and especially youth peer educators/leaders to multiply in their work directly with youngsters / beneficiaries, both mainstream and with fewer opportunities. Those workshops aim to motivate youngsters to take active role in prevention of cyberbullying and peer violence in their community. The designed workshops focus on Coping strategies towards peer physical violence; Coping with public shaming in offline, as well as online setting; Coping strategies towards cyberbullying – trolling; Dealing with Fake accounts and account hijacking in Cyberbullying; Breaking the silence; Standing up for others; Non-violent communication; Conflict mediation; and types of cyberbullying.

PART 1: Concepts and Recommendations

1.0 The specificities of organising local workshops with vulnerable, bullied youngsters

When organising local workshops with vulnerable, bullied youngsters there are certain specificities to take care of and be knowledgeable about. These specificities consist of assessment of social climate, awareness of types of bullying and those present among youth, targeting the right communities/groups, being aware of existing programmes and key stakeholders involved for long-term impact and sustainability of actions. This section consists of several aspects of risk and protective factors as well, all presented in the following part.

1.1 Assessing the community/society/neighbourhood

Since the organisation of workshops with vulnerable, bullied youngsters is quite sensitive and has its own specificities, it is important that every organisation or youth worker/educator does a previous assessment of the community/society to get data and information related to which groups are more vulnerable to or are being bullied. This applies for the local level as well, since different neighbourhoods have different communities living and does not always occur that other people from the local community are well aware. First-hand information and updated ones are highly important to ensure success of organising workshops and targeting the right people to work with.

1.2 Knowledge on types of bullying present in the local community

Another specificity is the share of knowledge on different forms and types of bullying in order for youngsters to be aware of, but also reflect on their own bullying situation, as well as in case they are the ones bullying someone but are not aware of. Bullying can be direct and indirect:

- Direct bullying includes certain aggressive behaviours to the targeted youngster, such as pushing, hitting, or different verbal or written communication messages.
- Indirect bullying consists of aggressive behaviour that are not addressed directly to the person, but is achieved through spreading rumours, negative talk to other people with the purpose to exclude the targeted person, and so on.

Moreover, there are several types of bullying: physical, social, verbal, property bullying, and cyberbullying as the newest and fast-growing phenomenon/issue.

- Physical bullying includes pushing, punching, kicking, slapping, or even different forms of touching that can be considered as sexual assault.
- Social/Psychological includes behaviours, attitudes or words to bully someone. According to Gavin (2019) these types of actions are used to make another person uncomfortable; control, humiliate, or isolate them; or damage their integrity, reputation, or self-esteem. This may also include excluding someone on purpose, telling others not to be friends with someone, spreading rumours about someone, or embarrassing someone in public[1].
- Verbal bullying includes teasing, threatening messages/words, or offensive words towards the appearance, race, religion, ethnicity, sexual orientation, family, and other realities.

---

[1] Gavin, M. L. (2019, February). Dealing with Bullying (for Teens) - Nemours Kids Health. Kids Health Org. Retrieved 2022, from https://kidshealth.org/en/teens/bullies.html

- Property bullying is directly the physical damage, harm, or destruction done to the victim's properties, such as their phone, bag, different paintings/writing in their house walls or similar actions.
- Cyberbullying is a new type of bullying that is directly connected to the online word. According to Willard (2006) there are 7 types of cyberbullying (flaming online harassment; cyberstalking, denigration (put-downs), masquerade, outing, and exclusion[2]) and trolling which can be very devastating to bullied youngsters.

1.3 Bullying Can Affect the Health, Mental Health, and Academic Well-Being of Youngsters Who are Targeted

The can have serious impact on the young people's current situation and long-term mental and health. According to federal governmental organisation of the US, StopBullying.gov (2021) being bullied is associated with later:
- Internalizing problems: Depression, anxiety, panic disorder, self-harm, suicidal thoughts and attempts;
- Psychosomatic problems: Headaches, stomach pain, sleeping problems, poor appetite;
- Academic problems;
- Externalizing behaviour.[3]

These problems are directly connected with individuals' functioning in life, their career, interaction with others, as well as with their own mental and physical health.

1.4 Risk Factors and Protective Factors for Bullying

Determination of risk factors and protective factors can be essential when working with vulnerable, bullied youngsters. These are factors to avoid or consult during the work and when planning workshops. However, the same factors appear to be in both cases – risk and protective. These factors are: individual (the youngster), family, school, peers, community.
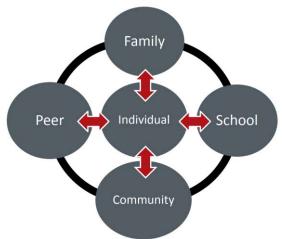
Image: Risk and Protective Factors for Bullying, Source: StopBullying.gov. (2021, November 17). Respond to Bullying. https://www.stopbullying.gov/prevention/on-the-spot

---

[2] Ululdag University in Bursa,Turkey, Aurel University,Arad,Romania, Centre Neuro-Psychiatrique Saint-Martin,Dave,Belgium, & Asociación Cultural Social y EducativaSegundas Oportunidades,Telde,Spain. (2016). Toolkit: KEEPING YOUTH SAFE FROM CYBERBULLYING. https://www.salto-youth.net/downloads/toolbox_tool_download-file-2117/KYSFCB%20Toolkit.pdf
[3] StopBullying.gov. (2021, November 17). Respond to Bullying. https://www.stopbullying.gov/prevention/on-the-spot

Risk factors for Bullying
- Individual factors that are considered as risks factors in this case consist of their social competences, usage of drugs or alcohol, disability, sexual orientation, and so on.
- Peer factors include the exposure to violent peers and aggressive ones, lack of peer support and not having close friends.
- Family factors include the following realities: warmth to their own kid, conflicts between parents, having drug addicted or alcohol addicted parents, presence of domestic violence, having parents in jail, or mis-treating/maltreatment of the youngster in their own families.
- School factors consist of the level of equal treatment and respect to each student, responsiveness and responsibilities of staff and professors, adequate supervision, the lack of sense of belonging in educational institutions.
- Community factors include generally the safety in the neighbourhood they live, and negative relations between adults-youngsters.

Protective Factors for Bullying
- Individual and Family Factors that are considered as protective factors are those when parents are supportive, caring, and show trust to their kids, have healthy relationship, as well as when the youngster feels secure, cared for, and self-confident.
- Peer and School Factors include positive and engagement from professors and school staff, inclusive spaces at the school/university, positive friendship and support from the peers, safety at school/university, and so on.
- Community Factors include safe neighbourhoods, positive adult-youngsters' relations, acceptance and tolerance towards cultural norms and so on.

1.5 Specificities during the implementation of the workshops

Besides crucial elements and specificities to have into consideration generally when organising local workshops for vulnerable, bullied youngsters, there are few specificities to have in mind during the implementation of the non-formal education workshop with vulnerable, bullied youngsters. These specificities are important for better inclusion and participation of the youngsters. They consist of the following:
- Time flexibility: not having strict timing for each activity and allow flexibility in between exercises for them to enjoy them as they do not have active engagement and high participatory rate.
- Having an Inclusive approach: vulnerable, bullied youngsters are generally excluded. Having inclusive approaches and methodologies chosen are essential for beneficiaries to be able to feel comfortable in the workshop.
- Choose interactive and fun methods: bullied youngsters are less engaged in socialising, they are more likely antisocial so choosing interactive methods is essential for them to participate.
- Being agile during the implementation: the trainer should be always focused during the activities to see if the topic/method is sensitive for some of them.
- Encouraging free expression: vulnerable and bullied youngsters hesitate to speak up therefore it is important that the trainer does a mixed methodology where they can freely express themselves in small groups, or in pairs, or through other methodologies.

2.0 Recommendations for youth workers and young peer educators working with (cyber)bullied youngsters on the development of their resilience

Working with (cyber)bullied youngsters is quite challenging for youth workers and young peer educators as the bullying is still a very serious and present issue among youngsters and difficult one to combat or prevent. It is even more challenging for youth workers and peer educators to work on long-term programmes that aim supporting these youngsters on the development of their resilience. However, there are ways to deal with these situations and in the following part there is a set of recommendations for youth workers and young peer educators working with (cyber)bullied youngsters on the development of their resilience.

- **Focus on the social climate**

Social norms and climate are important aspects for the presence of bullying. Therefore, being aware of the social climate leads to understanding different sources of bullying. As changing these norms takes time and a lot of efforts, it is important to start with smaller steps such as supervision/monitoring and local actions that youth workers and peer educators are competent for and capable to organise.

- **Conduct community assessment of bullying**

Youth workers and peer educators should have up-to-date information and data on the situation of peer violence and (cyber)bullying. Assessment and collection of data should be done regularly to see the changes and adapt further actions.

- **Coordinate and Integrate Prevention Efforts – include relevant stakeholders**

It is essential to ask for the support and coordination of different stakeholders when preventing and combating bullying. This helps to have updated and refined strategies to operate and create different disciplines to prevent (cyber)bullying, as well as support resilience among bullied youngsters. The following stakeholders can be considered for this cause:

- Elected Officials/Community Leaders;
- Health and Safety Professionals;
- Law Enforcement Officials;
- Child Care/After-School and Out-of-School Professionals;
- Faith Leaders;
- Corporate and Business Professionals;
- Mental Health and Social Service Professionals;
- Educators (including Special Education Professionals);
- Parents and Caregivers;
- Youth Leaders Organisation Members;
- City/County Recreation Professionals.[4]

- **Provide continuous trainings and educational programmes**

It is essential to have an active role in organising educational activities on prevention and combating of bullying. These activities should at least include the following elements:

- What is bullying and what are the existing types of bullying?
- What are the effects of bullying?
- How can bullying be prevented?
- How to respond to bullying?

- **Organise community events for catalysing the efforts**

A higher participation and involvement of different stakeholders always has a better impact on prevention and combating of (cyber)bullying. It is essential that youth workers and peer educators

---

[4] StopBullying.gov. (2021, November 17). Respond to Bullying. https://www.stopbullying.gov/prevention/on-the-spot

organise community events that call mobilisation for prevention of (cyber)bullying and share responsibilities among different stakeholders. This way, bullied youngsters will feel more supported and slowly start participating in social events and meet open-minded people.

- **Contribute and lobby on policies and rules about bullying**

The long-term impact and resilience can be achieved only with joint forces. Youth workers, peer educators, vulnerable and bullied youngsters should always learn and promote setting policies and rules about bullying. This work should be done in coordination with schools, universities, parents, local public governance, and other relevant stakeholders.

- **Respond consistently and appropriately when bullying happens**

It is important for active youth workers and educators to respond when bullying happens and encourage other youngsters to do the same act. Below in the table are presented list of actions to do and those to avoid in such situations. Besides these actions, follow-up meetings with family members, schools, or clubs where the bullying take place should be taken.

DO	AVOID
➢ Intervene immediately. It is ok to get another peer to help.	➢ Don't ignore it. Don't think youngsters can work it out without others' help.
➢ Separate the involved youngsters.	➢ Don't immediately try to sort out the facts.
➢ Make sure everyone is safe.	➢ Don't force other youngsters to say publicly what they saw.
➢ Meet any immediate medical or mental health needs.	➢ Don't question the youngsters involved in front of others.
➢ Stay calm. Reassure the peers involved, including bystanders.	➢ Don't talk to the youngsters involved together, only separately.
➢ Model respectful behaviour when you intervene.	➢ Don't make the youngsters involved apologise or patch up relations on the spot. Long-term process should take place for better impact.

Table: Actions to do and avoid when bullying happens. Adapted from: StopBullying.gov. (2021, November 17). Respond to Bullying. https://www.stopbullying.gov/prevention/on-the-spot

- **Spend Time Talking with Youth About Bullying**

As activists in this topic, youth workers and peer educators should always talk to other youngsters about bullying, prevention, legislation and rules to combat it and what behaviour is considered bullying. This will less likely create space for their vulnerability to bullying situations, and less likely to be future bullies.

- **Continue Efforts Over Time and Renew Community Interests**

The prevention and combating of bullying does not have an ending phase. Youth workers and peer educators should always assess the situation, change/adapt strategies of operation, implement activities based on the needs of the community and benefits to bullied youngsters' needs.

3.0 Mentoring young beneficiaries as a follow-up after the workshops, in the process of possible further development of theirs as peer educators/leaders

Being motivated as a young person is not always sufficient in order to contribute to the society and community needs. This also applies pursuing different dreams and career goals. It is very crucial for young people to have someone who is more experienced than them and guides them through the process of pursuing their interests and goals. According to Together Platform (n.d.), a mentor is someone who helps you grow your skills, make better decisions, and gain new perspectives on your life and career. As a mentee, your mentor will leverage their experience to give you guidance on your career or life now and in the future. Rather than learning through trial and error, a mentor is a person you can look to for direction and a role model to imitate[5].

Mentoring programmes can be very beneficial to young beneficiaries for further development as future peer educators/leaders. This programme requires active engagement from both, the mentor and the mentee. If active engagement and dedication is missing, then the mentoring may not result as successful. It is important when working in the topics of peer violence and cyberbullying that the mentoring programme is initially established by having in focus the following elements:
- Encouraging youngsters and appreciate their motivation and competences;
- Setting the goals;
- Have a solicit feedback sessions;
- Stay in touch continuously.

When entering the mentoring programme with these elements in mind, the possibility of success of the youngster to become a peer educator/leader is ensured and then the focus is to only follow the mentoring steps and complete them until main goals and activities are designed.

3.1 Five key steps of mentoring programme

There are different theories and models that explain mentoring and its processes. However, each individual or organisation should decide on the most useful one for their topic/target group/community/society they operate at. For this toolkit, here is presented the mentoring programme comprising of 5 key steps and introduced by Usanmaz in 2022. According to Usanmaz (2022), the following steps are key to a mentoring process:
1. Understanding the Mentees' Goals;
2. Designing an Action Plan;
3. Instituting the Action Plan;
4. Debriefing the Action Plan;
5. Sustaining the Action Plan.[6]

Below is a detailed explanation of each step and the process.

Step 1: Understanding the Mentees' Goals
The first step towards establishing a mentoring programme is to understand what the mentee/youngster wants. This is the key responsibility of the mentor and helps the process as well as the mentee realise the importance of having all goals set for further stages. As youngsters might not

---

[5] Together Platform. (n.d.). What is the Purpose of Mentoring Programs? | Together Mentoring Software. Retrieved 2022, from https://www.togetherplatform.com/blog/what-is-the-purpose-of-mentoring

[6] Usanmaz, O. (2022, February 18). Key Steps To Follow Before And During Mentorship Programs: A Mentoring Program Outline. Qooper. Retrieved 2022, from https://www.qooper.io/blog/key-steps-to-follow-before-and-during-mentorship-programs-a-mentoring-program-outline

have experience in setting goals, the mentor should ask them general questions related to their motivation and skills, and then help in defining goals and objectives. The mentor is advised to also share his/her background and experience with the mentee, so that the mentee feels more comfortable speaking with the mentor, asking him/her for advices, as well as build a healthy mutual relationship in their work for future steps. It is essential that this step includes meeting(s) where only discussion to setting the goals of the mentee takes place, but also the expectations from the mentoring programme.

Step 2: Designing an Action Plan

When goals are established, the next step for the mentor and the mentee is to start thinking about designing an action plan. It is important to highlight that the mentor should listen more and speak less in the initial phases of the mentoring programme. However, guiding questions should not be missing. In the second step, the mentor should ask certain questions to the mentee in order for him/her to understand the goals set and see what kind of actions can be taken to address each goal. The following questions can be a good source of guiding then:

- Why do I want this particular goal to be achieved?
- What is the end goal of this endeavour?
- What resources do I have for the success of this objective?
- What happens after the goal is achieved?[7]

With these questions answered, the mentee can already start designing an action plan for each goal/objective. The mentor should remain available during this phase and support him/her with useful materials, sources, advices, feedback, and conduct regular meetings until the designing is finished. A design of action plan is presented below

Action plan PowerPoint template

Objectives	Task	Criteria	Time frame	Resources
Enter your text here	Enter your text here	Enter your text here	Enter your text here	Enter your text here
Enter your text here	Enter your text here	Enter your text here	Enter your text here	Enter your text here
Enter your text here	Enter your text here	Enter your text here	Enter your text here	Enter your text here

Action Plan template, Source: https://cermin-dunia.github.io/serat/post/action-plan-template-ppt/

Step 3: Instituting the Action Plan

Instituting or implementing the action plan is the next step of the mentoring process as soon as the designing is over. At this step, the mentee has real responsibilities on his/her shoulders to implement the designed tasks and to follow the action-plan process. The mentor should advise him/her to

---

[7] Usanmaz, O. (2022, February 18). Key Steps To Follow Before And During Mentorship Programs: A Mentoring Program Outline. Qooper. Retrieved 2022, from https://www.qooper.io/blog/key-steps-to-follow-before-and-during-mentorship-programs-a-mentoring-program-outline

conduct each task according to the importance and the urgency/priority. When implementing the action plan, the mentee should always remind himself/herself to the problem statement and each objective, in order to decide on the priorities.

Step 4: Debriefing the Action Plan

Implementing the action plan does not always mean that it will be resulted in success. It can also result in failure or in lacking some elements or processes that were planned. For this reason, the mentoring includes the debriefing step that gives inquiry on this. The potential outcomes from the implementation and this next action/step can be the following:

- If the action plan resulted in success, the mentee has to think about the impact/change the activity brought and what is the next step that should influence the future of their peers.
- If the action plan resulted in failure or in lacking something, the mentee should reflect on the causes and interpret them. Then, together with the mentor, they need to design a different action plan and solution, by having in mind the tested action plan.
- If there are elements in the action plan (or the whole designed action plan) not implemented as designed, the mentee owes an explanation to the mentor and together they seek for repetition of the process or changes in case the mentee has experienced difficulties in implementation process.

Step 5: Sustaining the Action Plan

Consistency is one of the most important elements in mentoring programme. This enables sustainability and perfectionism in organisation and cooperation skills. It means that the mentee and the mentor should be consistent and use the same process and outline in the future activities and processes in mentoring as well. Thus, it is advisable to use the same step-by-step outline until the mentee feels independent enough to continue on his/her own.

PART 2: Workshops for prevention of cyberbullying and peer violence

The previous section of this toolkit has had its focus on the concepts and recommendation related to prevention of cyberbullying and peer violence among youth. As the purpose of the toolkit is to provide with theoretical and practical aspects to the topic, the second part is dedicated specifically on practical tools and workshops that can be used to address the topic with marginalised, discriminated and mainstream youngsters.

This section consists of 10 practical workshops for youth workers and especially youth peer educators/leaders to multiply in their work directly with youngsters / beneficiaries, both mainstream and with fewer opportunities. These workshops aim to motivate youngsters to take active role in prevention of cyberbullying and peer violence in their community. The designed workshops focus on Coping strategies towards peer physical violence; Coping with public shaming in offline, as well as online setting; Coping strategies towards cyberbullying – trolling; Dealing with Fake accounts and account hijacking in Cyberbullying; Breaking the silence; Standing up for others; Non-violent communication; Conflict mediation; and types of cyberbullying.

4.0   Coping strategies towards peer physical violence

Workshop Title: Coping strategies towards peer physical violence

Duration: 130 minutes

Background:
Peer violence and cyberbullying are still very present among youngsters and especially target marginalised and discriminated groups. With an increase of digitalisation, the hate-speech and the online abuse is even more spread, thus impacting peer physical violence in schools, clubs, sports, even more. While this phenomenon is very present, there is still lack of education among youth in acknowledging the act of cyberbullying, but as well as physical violence. In some cases, when youngsters see a person pushing the other, they are not aware that it is considered an act of physical violence among peers. This workshop is focused on understanding physical violence acts with the focus on pushing, hitting, kicking as the most common acts among peers, but as well to create space for discussion of other present acts and coping strategies towards them.

Aim of the workshop: To understand and distinguish different forms of physical violence among peers and discuss potential coping strategies towards them.

Objectives:
- To understand and discuss on the understanding of peer physical violence;
- To learn about different forms or physical violence;
- To create space for discussion on coping strategies towards peer physical violence.

Competences addressed:
- Analytical;
- Personal, social and learning to learn competence;

- Teamwork;
- Communication;
- Innovation;
- Critical thinking.

Methodology and methods:
- Input;
- Brainstorming;
- Self-reflection;
- Small group work;
- Presentations and Discussion.

Workshop flow:

I. Introduction to the workshop (10 minutes)
The youth worker introduces participants to the workshop and its main purpose and objectives. A brief information to the concept of peer physical violence as a very common act in different institutions and educational clubs is given to participants for better understanding of the activities planned in the workshop.

II. Brainstorming - Word Association - (20 minutes)
The workshop starts with a short brainstorming session. The youth worker has written in a flipchart paper three words "Pushing", "Hitting", and "Kicking". He/she mentions that these three violent acts are the most common ones among peers. Then, asks them about general associations when they see/hear these words. They go through each word together and participants share their associations to the word, while the youth worker writes them in the flipchart paper. The whole process lasts 15 minutes. Then, the youth worker uses the remaining 5 minutes to sum up the input for each word and leaves the flipchart in a visible place during the whole workshop.

III. Coping strategies towards physical violence – I: Self-reflection (10 minutes)
After the brainstorming session and summing up the input by participants, the youth worker invites all participants to do a self-reflection based on their knowledge and experience by answering the following question:
- If you happen to be present in a situation where pushing, hitting, and kicking takes place, how would you act on solving/helping the situation?

They should write the key points on a paper or notebook.

IV. Coping strategies towards physical violence – II: Small group work (40 minutes)
Participants are invited by the youth worker to form small groups of 3-5 members. In these groups, they have to share their ideas on coping strategies towards peer physical violence. Additionally, they have to analyse each idea, improve it and come up with a final list of refined and elaborated ideas to present for the next part of the workshop.

V. Presentations and Discussion (50 minutes)
All groups join the plenary for a presentation of their work. Each group has approximately 5 minutes to present and then a short Q&A session takes place facilitated by the youth worker.

Materials needed: flipchart papers, post-it papers, markers, pencils and pens, laptop, projector.

Background documents and further reading:

- Edin Bjelošević, Sonja Bjelošević & Halima Hadžikapetanović: PEER VIOLENCE AS A PROBLEM OF THE MODERN SOCIETY, Psychiatria Danubina, 2020; Vol. 32, Suppl. 3, pp 371-377

Recommendations for future youth workers and peer educators/leaders multiplying this session:

- The workshop is recommended to be led by well-informed educators/peers who have experience and knowledge on the topic and know of the practical examples to share in the introduction part of the session as well as in the discussion part.

5.0 Coping with public shaming in offline, as well as online setting

Workshop Title: Coping with public shaming in offline, as well as online setting

Duration: 120 minutes

Background:
The situations on public shaming are quite present especially in places with young people of different backgrounds. There are youngsters that have no ill effects even though they are exposed to public shaming; there are cases that bullied youngsters do not react on it but resulting in different negative behaviours at later stages. And on the other hand, there are youngsters who react on different ways such as openly talking/acting back, taking legal measures, or even using other negative methods to respond. These are all different coping strategies that nowadays youngsters use in both offline and online setting. With higher presence of digital tools, the online public shaming is even more affecting youngsters as the word is spreading faster and at a wider public. For decades, researchers have acknowledged a critical triad of protective factors in development that have been shown over and over to buffer children against risk under conditions of social and economic disadvantage: (1) personal resources - including temperamental characteristics, cognitive skills, and interpersonal skills; (2) family resources - including warm and consistent parenting as well as general supportiveness; and (3) external supports - including social support from peer and school networks (Garmezy, 1985)[8]. The phenomenon further continues in their age of youth. In order to explore different perspectives in coping with public shaming in offline and online setting, this workshop uses examples from published articles and discussion spaces for participants' better understanding and reflecting on effective coping strategies.

Aim of the workshop: To analyse public shaming situations and create space for discussion on coping strategies towards public shaming in offline and online settings.

Objectives:
- To reflect on public shaming presence among youth;
- To analyse different examples for practical insight on the topic;
- To discuss about online and offline public shaming among youth;
- To discover potential coping strategies towards public shaming.

Competences addressed:
- Analytical;
- Personal, social and learning to learn competence;
- Teamwork;
- Communication;
- Citizenship competence;
- Creative and critical thinking.

Methodology and methods:
- Input;
- Case study analysis;

---

[8] Boxer P, Sloan-Power E. Coping with violence: a comprehensive framework and implications for understanding resilience. Trauma Violence Abuse. 2013 Jul;14(3):209-21. doi: 10.1177/1524838013487806. Epub 2013 May 6. PMID: 23649832; PMCID: PMC7238431. Online source: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7238431/

- Work in pairs;
- Small group discussion;
- Presentation;
- Debriefing.

Workshop flow:

I.   Introduction to the workshop (10 minutes)
The workshop starts with a short introduction on public shaming, its presence among youth, the relation of such situations to the childhood and the impact it has on one's personal as well as professional development. The youth worker shares information according to the existing online data, and insights from work/life experiences.

II.   Public Shaming – Article "The unfortunate repercussions of public shaming" (15 minutes)
Participants are provided with the published article by Dege Ogbueze for the Daily Sundial – The student media organization of California State University Northridge. The article is about public shaming presence in universities and shows several short examples of students experiencing it. They are asked to use the next 15 minutes to read the article, analyse it, and write down potential outcomes from the presented public shaming examples, such as the reaction/coping situation of the student, the kind of support needed to overcome the situation, and so on. The following content from the article is given to the participants:

"The unfortunate repercussions of public shaming
Dede Ogbueze
April 11, 2017

With a concerned look on her face and a low tone of voice, Professor Lisa Riccomini shared an unfortunate anecdote of her college days.
"I had a professor in graduate school who ruled by public shaming." Riccomini said. "He would call out students, attack their assignments, point out what they did wrong and often made them cry."
It is not rare to hear at least one friend who shares a similar experience. An instance in which the spotlight of humiliation fell upon one student within a second for saying something offensive or for behaving out of "the boundaries of normality" as Jon Ronson stated in his book "So You've Been Publicly Shamed."
However, the public shaming phenomenon is not new. It has been present in social settings for a long time and it is still present among CSUN students to this day.
Joe Gutierrez, a junior sociology major, began wearing glasses when he was in sixth grade. The first week he wore them to school he was ridiculed by his classmates, to the point where he could not stand it.
Gutierrez said that after that first week, he decided he would never wear glasses again, fearing that if he did, he would continue to be humiliated and cast out of his friend group.
He did not wear glasses for six years, up until his junior year of high school. Even though he was visually impaired, and his grades suffered, as did his confidence, he refused to let himself be subject to the remarks of his peer group.
"When I got to high school, I knew I had a fresh start, but I still didn't want to be known as the kid with the glasses," Gutierrez said.
Ivan Garcia, a junior computer engineering major, recalled a time when he tried explaining to his friends that he hadn't eaten meat in weeks, but had eaten chicken. This did not go over well, according to Garcia.

Growing up, Garcia had always referred to meat in terms of red meat, such as pork, beef. However, before he could explain what he actually meant, his friends gave him such a hard time to where he did not want to explain what he meant."

### III.	Offline Public Shaming – Case study of Jade: Work in pairs (15 minutes)
After confirming that everyone has read and analysed the cases in the article, participants are invited to form pairs for this part of the session. They are instructed that in the next 15 minutes they have to share the key elements taken from the examples and their reflection on the causes and supporting elements and come up with a common list of potential coping strategies that can be used in these cases. Then, they write their input in small papers and put them on a big flipchart paper which is visible to everyone in the plenary.

### IV.	Online Public Shaming: Small group discussion (20 minutes)
Participants are divided in small groups. The youth worker instructs them that in the upcoming 20 minutes, they have to discuss on online public shaming they encounter during their time in social media and internet generally. Also, they have to come up with potential ways/strategies to cope with such situations and write down the key points of their discussion for sharing in the plenary.

### V.	Sharing in the plenary (30 minutes)
All groups join the plenary to share the outcomes of their discussions. Each group has approximately 5 minutes to present and then a short discussion including questions and comments from others takes place facilitated by the youth worker.

### VI.	Debriefing (30 minutes)
After sharing the outcomes of the small group discussions, a debriefing session takes place where the youth worker goes through all exercises taken place in the workshop, and together with participants reflecting on the small papers from the work in pairs. The youth worker addresses the question of how they would act in case of dealing with public shaming and invite volunteers to share any situation that they (or someone they know) encountered in offline/online setting.

Materials needed: flipchart papers, post-it papers, markers, pencils and pens, laptop, projector, printed article for each participant.

Background documents and further reading:
- Boxer P, Sloan-Power E. Coping with violence: a comprehensive framework and implications for understanding resilience. Trauma Violence Abuse. 2013 Jul;14(3):209-21. Doi: 10.1177/1524838013487806. Epub 2013 May 6. PMID: 23649832; PMCID: PMC7238431. Online source: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7238431/
- The online article on public shaming used for the workshop: Ogbueze, D. (2017, April 11). The unfortunate repercussions of public shaming. Daily Sundial. Retrieved 2022, from https://sundial.csun.edu/111136/arts-entertainment/the-unfortunate-repercussions-of-public-shaming/

Recommendations for future youth workers and peer educators/leaders multiplying this session:
- When choosing the case study story of a bullied youngsters, it is advised to choose a case study that reflects the reality of the local community and surrounding that the participants are coming from, as well.

6.0   Types of cyberbullying

Workshop Title: Types of cyberbullying

Duration: 110 minutes

Background:
Cyberbullying can appear in different forms. While exclusion and online harassment are some of the most common words that we run into and are aware of, there are other types of situations that young people (both marginalised and mainstream) experience on daily basis and in some cases, they are not aware that it is a cyberbullying situation. The idea behind this workshop is to understand and explore different types of cyberbullying as well as use teamwork and collaboration for practical understanding of certain situations. According to Willard (2006) there are described seven categories: flaming online harassment; cyberstalking, denigration (put-downs), masquerade, outing, and exclusion[9]. However, besides these 7 types that are identified for quite some period, there is also Trolling – type of cyberbullying that is very visible nowadays especially in big promotional campaigns and other type of popular events.

Aim of the workshop: To learn about types of cyberbullying and use interactive and practical methods for better understanding.

Objectives:
- To learn about cyberbullying in theory and its types;
- To explore different types of cyberbullying;
- To use discussion and teamwork for practical understanding of the cyberbullying types;
- To create space for discussion on potential ways of dealing with different cyberbullying situations;
- To promote active citizenship and combating cyberbullying among youth.

Competences addressed:
- Literacy competence;
- Multilingual competence;
- Digital competence;
- Analytical;
- Citizenship competence;
- Teamwork;
- Communication and collaboration;
- Critical thinking.

Methodology and methods:
- Theoretical Input;
- Video screening;
- Small group work;
- Discussion in the plenary.

---

[9] Ululdag University in Bursa,Turkey, Aurel University,Arad,Romania, Centre Neuro-Psychiatrique Saint-Martin,Dave,Belgium, & Asociación Cultural Social y EducativaSegundas Oportunidades,Telde,Spain. (2016). Toolkit: KEEPING YOUTH SAFE FROM CYBERBULLYING. https://www.salto-youth.net/downloads/toolbox_tool_download-file-2117/KYSFCB%20Toolkit.pdf

Workshop flow:

I.   Introduction to the workshop and welcoming (5 minutes)
The workshop starts with a welcoming by the youth worker and a short introduction to the topic, the key aspects to be covered during the work and the agenda.

II.   Video – Cyberbullying (15 minutes)
A 2-minute video is presented to participants. The video is about cyberbullying and presents different types of situations, without any vocalisation. (*Video for Cyberbullying: Cyber Bullying (UNICEF). (2012, May 30). [Video]. YouTube. https://www.youtube.com/watch?v=asTti6y39xI*)
After the video, participants are asked about their impressions and understanding. Everyone shares in the plenary their comments and impressions.

III.   Theoretical Input – Cyberbullying and its identified types (20 minutes)
After the video screening, the youth worker continues with a theoretical input on cyberbullying, continuing with detailed explanation on identified types of cyberbullying among youth. The following image is given to each participant as a printed copy, for them to have a clear understanding of each type of cyberbullying.

Image: Types of Cyberbullying, Source: https://www.salto-youth.net/downloads/toolbox_tool_download-file-2117/KYSFCB%20Toolkit.pdf

IV.   Exploring different cyberbullying types/situations (30 minutes)

Participants are divided into small groups. The youth worker instructs that in this part, each group has to discuss certain situation/type of cyberbullying. More specifically, they discuss about how they would feel when dealing with this type/situation and continue with creating a potential solution to overcome this situation. The approximate time for the group work is 30 minutes and each group has to write down key outcomes of their discussion in order to have them structured for sharing in the plenary. There are 4 groups, and the following can be situations/types they have to discuss:

- Group 1: Exclusion / Isolation;
- Group 2: Non-involvement;
- Group 3: Shame / embarrassment;
- Group 4: Manipulation.

V.   Sharing in the plenary (40 minutes)

All groups join the plenary to share the outcomes of their discussions. Each group has approximately 5 minutes to share and then a short discussion including questions and comments from others takes place, facilitated by the youth worker.

Materials needed: flipchart papers, post-it papers, markers, pencils and pens, laptop for video screening and presentation, projector and speakers for video and presentation, printed illustrations with types of cyberbullying.

Background documents and further reading:

- Ululdag University in Bursa, Turkey, Aurel University, Arad, Romania, Centre Neuro-Psychiatrique Saint-Martin,Dave,Belgium, & Asociación Cultural Social y EducativaSegundas Oportunidades,Telde,Spain. (2016). Toolkit: KEEPING YOUTH SAFE FROM CYBERBULLYING. https://www.salto-youth.net/downloads/toolbox_tool_download-file-2117/KYSFCB%20Toolkit.pdf
- Brown, K., Jackson, M.A., & Cassidy, W.E. (2006). Cyber-Bullying: Developing Policy to Direct Responses that are Equitable and Effective in Addressing This Special Form of Bullying. Canadian Journal of Educational Administration and Policy, 57, 1-36.
- Video for Cyberbullying: Cyber Bullying (UNICEF). (2012, May 30). [Video]. YouTube. https://www.youtube.com/watch?v=asTti6y39xI

Recommendations for future youth workers and peer educators/leaders multiplying this session:

- The youth worker should be aware of the timing and analyse how participants work during the exercise. In case they need more time for their work, it is recommended to be flexible and allow it for better functionality and proper knowledge for the participants.

7.0 Coping strategies towards cyberbullying - trolling

Workshop Title: Coping strategies towards cyberbullying - trolling

Duration: 100 minutes

Background:
Cyberbullying is any form of malicious messages, abuse, name calling and threats using any kind of technology from social media sites to mobile phones. Trolling has become a more common term for any kind of purposeful online abuse on social media sites like Twitter or Facebook[10]. Trolling is considered as a very dangerous type of cyberbullying especially when big campaigns of elections or some other type of big events take place. There is always presence of trolling when such processes take place. Young people are constantly threatened by trolling especially when they decide to post some video related to their hobbies or interests, social media challenge, fun or entertaining video/post, and so on. Trolling has a significant impact in their presence in the social media, their lives and work, as well as their relations with other people. In some cases, it can even result with total isolation from the world or violent actions towards others/themselves. Therefore, all youngsters should be aware of the negative impact trolling brings and as active peers/leaders/educators to always be cautious in preventing and coping with such situations whenever encountering in their communities.

Aim of the workshop: To learn about trolling, its impact and presence among youth, as well as explore ways of overcoming this phenomenon.

Objectives:
- To learn about trolling as a concept and a serious type of cyberbullying;
- To understand the negative impact trolling has to an individual;
- To explore different coping strategies towards trolling and their advantages and disadvantages.

Competences addressed:
- Literacy competence;
- Citizenship competence;
- Personal, social and learning to learn competence;
- Teamwork;
- Communication;
- Analytical;
- Critical thinking.

Methodology and methods:
- Brainstorming;
- Theoretical input;
- Silent floor brainstorming;
- Discussion in the plenary.

---

[10] Relate UK. (n.d.). Cyberbullying and trolling | Relate. Relate UK. Retrieved 2022, from https://www.relate.org.uk/cy/relationship-help/help-family-life-and-parenting/parenting-teenagers/school-and-work/cyberbullying-and-trolling

Workshop flow:

I.   Brainstorming: Cyberbullying and Trolling (20 minutes)

The workshop starts with a short brainstorming session to see participants' knowledge on cyberbullying and trolling. The youth worker has written both terms in the flipchart paper and asks participants on their understanding of each concept. They also share their opinions on the differences between these two terms.

II.   Theoretical Input: Important elements to protect youth from cyberbullying and trolling (20 minutes)

The youth worker emphasises the concept of cyberbullying and introduces trolling as one of several types of cyberbullying. Then, by highlighting the impact trolling has on one's life and work, the youth worker introduces participants to several elements and tips to protect youth from cyberbullying and trolling such as:

- Share information responsibly;
- Post carefully;
- Privacy settings;
- Choose the right location;
- Knowing about which technologies they are using;
- Learn the lingo – e.g. LMIRL means Let's Meet in Real Life;
- Be there to help;
- Keep up with technology;
- Talk to your peer/sibling/relatives.

III.   Silent floor brainstorming: Coping strategies – Advantages and Disadvantages (30 minutes)

The youth worker introduces the following strategies to the participants:

- Not responding;
- Save a copy of the evidence;
- Reporting it to the website administrators.

These terms are written in flipchart papers and are placed in the floor. Participants are instructed that in the next 30 minutes, they have to do a silent floor brainstorming. More specifically, they have to visit each paper and give their input on understanding that specific coping strategy towards trolling, as well as its advantages and disadvantages. They can write their input directly in the flipchart paper or use sticky notes to do it. After 30 minutes, they all join the plenary room.

IV.   Discussion in the plenary (30 minutes)

The youth worker together with participants goes through each paper/strategy and sums up the input. Then they discuss on the elements put in the papers and comment on advantages and disadvantages of each strategy.

Materials needed: flipchart papers, post-it papers, markers, pencils and pens, laptop, projector.

Background documents and further reading:
- Relate UK. (n.d.). Cyberbullying and trolling | Relate. Relate UK. Retrieved 2022, from https://www.relate.org.uk/cy/relationship-help/help-family-life-and-parenting/parenting-teenagers/school-and-work/cyberbullying-and-trolling
- Rajbhandari, Jyotshna & Rana, Karna. (2022). Cyberbullying on Social Media: an Analysis of Teachers' Unheard Voices and Coping Strategies in Nepal. International Journal of Bullying Prevention. 10.1007/s42380-022-00121-1.

8.0 Dealing with Fake accounts and account hijacking in Cyberbullying

Workshop Title: Dealing with Fake accounts and account hijacking in Cyberbullying

Duration: 90 minutes

Background:
Cyberbullying does not happen only from visible accounts and names. As the cyberbullying is nowadays being addressed as an issue, those who still want to bully use anonymous ways. Being anonymous is quite easy in the social media and digital tools. Tracking anonymous and fake accounts is a more complexed process and requires more efforts and time. Besides fake accounts, there is also the phenomenon of account hijacking that is used in cyberbullying, where people steal someone else's identity for cyberbullying. Therefore, it is essential that people become aware of the power of digital tools and those who might misuse them. This workshop is designed to expose these issues as worrying and engage young people in discussing for potential ways of dealing with account hijacking and fake accounts.

Aim of the workshop: To increase awareness on fake accounts and account hijacking in cyberbullying and discuss on ways to deal with as well as to avoid them.

Objectives:
- To raise awareness on the presence of fake accounts and account hijacking;
- To further understand various types of cyberbullying;
- To improve analytical and critical thinking through creative exercises;
- To create space for discussion on ways how to deal with fake accounts and account hijacking in cyberbullying.

Competences addressed:
- Digital competence;
- Citizenship competence;
- Analytical;
- Personal, social and learning to learn competence;
- Teamwork;
- Communication;
- Creative and critical thinking.

Methodology and methods:
- Input;
- Snowball exercise (Pyramiding);
- Discussion.

Workshop flow:

I.   Introduction to the workshop (10 minutes)
The youth worker introduces participants to the workshop and its main purpose and objectives. A brief information is given to participants related to the nature of activities planned to be developed during the workshop.

II.   Snowballing/Pyramiding exercise: Dealing with fake accounts and account hijacking (80 minutes)

The youth worker introduces the topic for the workshop exercise: Dealing with fake accounts and account hijacking. Participants are instructed that this exercise is a complex one with several stages and is called Snowballing or Pyramiding. Participants get separated instructions for each stage and the process of the whole exercise is as follows:

1st phase – How do you understand "Fake Account" and "Account Hijacking"?

Participants are asked to reflect individually on the understanding of the terms "Fake Account" and "Account Hijacking". They are instructed to use 10 minutes for this and write down their answers in a paper.

2nd phase – Where do we encounter fake accounts and account hijacking and what is their impact?

After self-reflection, participants are invited to form 4 small groups for this phase. In their groups, they use the next 15 minutes to discuss on the following question: Where do we encounter fake accounts and account hijacking and what is their impact? Here as well, they write their input in a paper.

3rd phase – How can we deal with fake accounts and account hijacking?

The 3rd phase requires the joint of two groups in one, so to have 2 groups from 4 small ones that were in the previous phase. Their task is to discuss on how to deal with fake accounts and account hijacking, and they have 25 minutes to come up with potential ways/strategies.

4th phase – Possible immediate actions to cope with these types of cyberbullying among mainstream and marginalised youngsters in our communities

In the 4th phase, both groups become a big one and everyone joins the plenary to discuss. After different stages of discussing and sharing their knowledge/experience, they discuss on potential immediate actions to take place in their communities to cope with fake accounts and account hijacking. Answers are written in the flipchart by the youth worker.

Materials needed: flipchart papers, post-it papers, markers, pencils and pens, laptop, projector.

Background documents and further reading:
▪ Cyberbullying (online bullying) - Recognising the effects and what to do. (2022, April 20). Devon Children and Families Partnership. https://www.dcfp.org.uk/keeping-children-safe/cyberbullying/

Recommendations for future youth workers and peer educators/leaders multiplying this session:
▪ The Snowball exercise can be time consuming as participants go through different stages and joining groups. Therefore, it is recommended that the youth worker always considers 5-15 minutes' flexibility. Also, 5 minutes' introduction to the task should be counted.

9.0   Breaking the silence

Workshop Title: Breaking the silence

Duration: 140 minutes

Background:
Bullying is not a phenomenon that will go away easily. It will indeed be present for a long time no matter the efforts to combat it. However, it is important that the knowledge and awareness about coping with it is spread in order for people to become more agile to understand and react towards it. For young people, bullying is present in schools, clubs, sports, other non-formal activities that they attend. It is important to understand that bullying can be physical, verbal, sexual, and cyberbullying. Since combating it is a long-term process, young people should learn on raising their voice when experiencing bullying or when they see their peers experiencing such a situation. This workshop is designed to engage participants in breaking the silence towards bullying in different forms and from different perspectives such as involvement of teachers/professors, peers, and supporting individuals who are being bullied.

Aim of the workshop: To understand the importance of breaking the silence when encountering bullying situations and to analyse different perspectives and roles to react on the situation.

Objectives:
- To raise awareness on not staying silent when encountering bullying situations;
- To discuss about different roles and perspectives when reacting to bullying situations;
- To understand how bullying affects young people in different interactions in life and work.

Competences addressed:
- Personal, social and learning to learn competence;
- Citizenship competence;
- Communication and collaboration;
- Digital competence;
- Creative and critical thinking.

Methodology and methods:
- Discussion in pairs;
- World café;
- Discussion.

Workshop flow:

I.   Welcoming and introduction (10 minutes)
The youth worker introduces participants to the workshop and its main purpose and objectives. A brief information is given to the participants related to the nature of activities planned to be developed during the workshop.

II.   Discussion in pairs – encountering a bullying situation (15 minutes)
The youth worker invites participants to form pairs for the first part of the session and discuss on the given topic. They have to discuss with each other about situations when they have encountered a bullying situation or experienced one themselves. They are given 15 minutes for this, and the youth

worker emphasises that the discussion will not be shared in a big group; it only serves for their needs to enter the topic.

III.   World café – Breaking the silence (50 minutes)

Participants are instructed on the next part of the workshop. The youth worker explains the world café methodology where each group is designated to one table and then switch to the other by following the signs. The youth worker divides participants in three groups and informs them that they have to answer the following question but from different perspectives/roles which are written on their table:

- How to spot bullying situation and what is the best way to break the silence?

Each group joins one table which has the one of the following titles:

- A person who is facing bullying;
- Peers;
- Professor/manager/educator.

The groups have 20 minutes to discuss the question and write their input according to their given role. After 20 minutes, the youth worker gives the sign for each group to switch to the other table and give their contribution there for the following 15 minutes. The only rule is that one person always remains at the original table as the moderator for others who come to contribute. After 15 minutes, they again switch to the next table until each group has the chance to visit all tables and contribute.

I.   Groups work completion and preparing for presentations (20 minutes)

Participants are instructed to join their original groups and use 20 minutes to sum up the input given in their topic. Then they will present the summary in the next part of the workshop.

II.   Presentations and Discussion (45 minutes)

When groups are ready for the presentations, they join the plenary, and the youth worker gives each group up to 10 minutes to present their ideas on breaking the silence towards bullying situations. After each presentation, there is space for additional comments or questions.

Materials needed: flipchart papers, post-it papers, markers, pencils and pens, laptop, projector.

Background documents and further reading:

- The Mayo News. (2016, November 22). Break the silence on bullying. Retrieved 2022, from https://www.mayonews.ie/living/nurturing/29003-break-the-silence-on-bullying

Recommendations for future youth workers and peer educators/leaders multiplying this session:

- The trainer should make a clear distinguishment and instructions for the World Café activity in order for participants to clearly understand the different perspectives for involved parties and put the right input in each table.

10.0 Standing up for others

Workshop Title: Standing up for others

Duration: 75 minutes

Background:
Many time bullying in schools and some institutions happens because other peers or teachers/educators do not know how to stand up and act on it. Standing up for others is crucial in bullying as well as combating and preventing it. This does not only make the vulnerable youngsters feel that they have someone they can rely on, but also helps other youngsters understand that there is no place for bullying and make them aware of its negative impact in every aspect. Learning to recognise bullying is very important because there might be cases that young people are not aware that some behaviour of theirs or teasing someone can be a bullying situation. Standing up for others is one of the most useful ways to address it and make all young people understand and learn how to support their peers. Knowing the importance of this, this workshop is designed with interactive methods and discussion sessions that support participants' learning from practice.

Aim of the workshop: To understand the importance of standing up for others when encountering bullying situations.

Objectives:
- To raise awareness on not staying silent when encountering bullying situations;
- To discuss about different situations that need standing-up for someone who is being bullied;
- To use interactive exercises for empowering participants on prevention and combating bullying.

Competences addressed:
- Personal, social and learning to learn competence;
- Citizenship competence;
- Communication and collaboration;
- Digital competence;
- Innovation;
- Creative and critical thinking.

Methodology and methods:
- Theoretical input
- Interactive exercise;
- Discussion.

Workshop flow:

I.   Theoretical input (15 minutes)
The trainer opens the session with a short presentation on the topic. The presentation is about knowing the types of people involved in a bullying situation:
- The bully;
- The person who is being bullied – the target;
- The ones who are witnessing the situation – the bystanders;

- The ones who are witnessing the situation but intervene – the upstanders.

After explaining the position of each person involved, the trainer puts the focus on the Bystander and Upstander and presents what distinguishes them. Below are presented main characteristics of Bystanders and Upstanders.

Bystander	Upstander
• Stands by and watches • Might laugh or join in • Does nothing • Stands with the mean person • Allows the meanness or bullying continue	• Stands up to the mean person • Cheers up the target • Tells the mean person to stop • Helps the target walk away • Stand next to the target

Image: Bystander vs Upstander, Source: The Responsive Counselor. (2022, March 23). Upstander Lesson. Retrieved 2022, from https://theresponsivecounselor.com/2016/09/upstander-lesson.html

After the comparison, participants are informed about the importance of standing up for those who are bullied by using different methods such as replying to the mean behaviour, not helping the bully to spread verbal bullying or cyberbullying via social media but rather report the shared content, supporting the victim either online or offline and invite other friends join.

II.   Exercise: From bystanders to upstanders I (20 minutes)

Participants are provided with a sheet of 3 bullying situation and that each situation has different potential scenarios based on the answers provided. Participants are invited to form pairs for this activity. Then, they are instructed to read the scenarios individually, discuss the given answers/scenarios with each other and mark each answer with the letter B (Bystander) or U (Upstander) according to the action and their understanding. The time given for this activity is 20 minutes.

The 3 Scenarios are taken from the activity: From Bystanders to Upstanders, source: CYBERSIMPLE.be.   (n.d.).   Activity: From   bystanders   to   upstanders. https://www.cybersimple.be/sites/default/files/Cybersimple-Curriculum-its-cool-to-be-kind-activity-1.pdf

III.   Exercise: From bystanders to upstanders II (40 minutes)

Everyone joins the plenary for a short discussion on their answers. The trainer invites each pair to share how they categorised these answers and why they have done so. After 20 minutes discussion on the answers, the trainer continues the session by asking the following questions:
-      Why did we do this activty? How do you understand it?
-      How would you react if you were in any of these 3 situations?
-      Why is it important to stand up for others – be an upstander?
-      Can someone share a bullying situation he/she encountered? How did you react? Were you a bystander or upstander?

In the end of the discussion, the trainer closes the session by highlighting once again the importance of having upstanders in the community and schools/universities/clubs, and the need of marginalised youngsters to be supported on this issue.

Materials needed: flipchart papers, post-it papers, markers, pencils and pens, laptop, projector, printed papers with scenarios for each participant.

Background documents and further reading:
- The Responsive Counselor. (2022, March 23). Upstander Lesson. Retrieved 2022, from https://theresponsivecounselor.com/2016/09/upstander-lesson.html
- CYBERSIMPLE.be. (n.d.). Activity: From bystanders to upstanders. https://www.cybersimple.be/sites/default/files/Cybersimple-Curriculum-its-cool-to-be-kind-activity-1.pdf

11.0 Non-violent communication

Workshop Title: Non-violent communication

Duration: 100 minutes

Background:
According to Kashtan & Kashtan (n.d.), Nonviolent Communication (NVC) has been described as a language of compassion, as a tool for positive social change, and as a spiritual practice. NVC gives us the tools and consciousness to understand what triggers us, to take responsibility for our reactions, and to deepen our connection with ourselves and others, thereby transforming our habitual responses to life[11]. Non-violent communication is built upon empathy and self-empathy so that it always considers other people's feelings and needs when communicating, as well as own feelings and needs. Moreover, non-violent communication consists of four components: observations, feelings, needs, and requests. The importance of these components is very high, and it is necessary that one understands them well in order to well-adopt the non-violent communication. This workshop consists of different methods that lead to understanding non-violent communication and its components.

Aim of the workshop: To understand the concept of non-violent communication and its key components.

Objectives:
- To understand the concept of non-violent communication and its importance;
- To learn about four components of non-violent communication and empathy;
- To build capacities of participants in non-violent communication through combinative methods of interactive exercises, input and discussions.

Competences addressed:
- Personal, social and learning to learn competence;
- Citizenship competence;
- Communication and collaboration;
- Digital competence;
- Analytical;
- Creative and critical thinking.

Methodology and methods:
- Theoretical input;
- Interactive exercise;
- Debriefing.

Workshop flow:

I.   <u>**Introduction to the workshop (10 minutes)**</u>

---

[11] Kashtan, I., & Kashtan, M. (n.d.). Basics of Nonviolent Communication – BayNVC. Bay Nvc. Retrieved 2022, from https://baynvc.org/basics-of-nonviolent-communication/

The youth worker introduces participants to the workshop and its main purpose and objectives. A brief information is given to participants related to the nature of activities planned to be developed during the workshop.

II. Theoretical input: Non-violent communication and its key components (20 minutes)

The youth worker has prepared a presentation with theoretical input on non-violent communication. The presentation consists of the non-violent communication importance and impact, the importance of empathy and self-empathy that are crucial to the existence of NVC. Moreover, the youth worker introduces participants to key components of non-violent communication:
- Observations;
- Feelings;
- Needs;
- Requests.

III. Interactive exercise: The truth behind our actions – intention (40 minutes)

Participants are provided with papers and markers/pens/pencils. The youth worker emphasises that at this part of the workshop, they will do an exercise that consists of several stages and that during each stage they should pay attention to the instructions. The youth worker invites everyone to use 5-10 minutes to think about something they said or did not say. He/she mentions the following tips to help participants to come up with ideas:
- The use of force;
- Offering someone "negative feedback" or "constructive criticism";
- Agreeing to do something someone asks of you;
- Saying no to someone;
- "Being good," "being nice";
- Telling a joke, "being funny," saying something humorous.[12]

Next, they are invited to write in a paper the situation they thought of, including the intention behind this action of theirs. This lasts about 10 minutes.

After that, the youth worker instructs participants to think deeper about that situation and whether there were more/deeper intentions to their action. In case there are, they need to write these down in the paper, too.

Lastly, the youth worker asks participants the following reflecting questions;
- At the moment that you realised your intention behind your action, did you have any thoughts of changing the intention?
- How about your action?
- While thinking about this, use the next 5 minutes to write thoughts or feelings that you have.

After 5 minutes, participants confirm the completion of the task, and everyone shares in the plenary the thoughts/feelings they wrote in their papers.

IV. Debriefing (30 minutes)

After the exercise, the youth worker opens a short debriefing on the impression of the conducted activity. He/she asks participants on the understanding of this activity and its relation to the topic. Everyone is invited to share their impressions in the plenary.

Materials needed: flipchart papers, post-it papers, markers, pencils and pens, laptop and projector for presentation – theoretical input.

---

[12] Gill, R., Leu, L., & Morin, J. (2020, July 31). Nonviolent Communication Exercises. PuddleDancer Press. Retrieved 2022, from https://www.nonviolentcommunication.com/resources/articles-about-nvc/intention-lleu/

Background documents and further reading:
- Kashtan, I., & Kashtan, M. (n.d.). Basics of Nonviolent Communication – BayNVC. Bay Nvc. Retrieved 2022, from https://baynvc.org/basics-of-nonviolent-communication/
- Service Civil International Poland. (2021). NONVIOLENT COMMUNICATION GAMES PACKAGE. https://sci.ngo/wp-content/uploads/NVC-GAMES-PACKAGE_ENGLISH-version_web.pdf
- Schultz, J. P. (2022, June 25). Your Complete Nonviolent Communication Guide. PositivePsychology.Com. Retrieved 2022, from https://positivepsychology.com/non-violent-communication/

Potential activities/exercises for NVC:
- Rubin. (2020, November 18). Nonviolent Communication: All Steps, Exercises & Examples. Happy Rubin. Retrieved 2022, from https://happyrubin.com/fascinating-topics/nonviolent-communication/
- Unitarian Universalist Association. (2017, July 20). Activity 4: Nonviolent Communication. UUA.Org. Retrieved 2022, from https://www.uua.org/re/tapestry/youth/call/workshop3/171761.shtml
- Gill, R., Leu, L., & Morin, J. (2020, July 31). Nonviolent Communication Exercises. Puddle Dancer Press. Retrieved 2022, from https://www.nonviolentcommunication.com/resources/articles-about-nvc/intention-lleu/

Recommendations for future youth workers and peer educators/leaders multiplying this session:
- It is important that the youth worker has advanced knowledge on non-violent communication as it eases the experiential learning of the participants. Also, the essential theories to NVC should be put in the presentation during the theoretical input.
- The instructions for the exercise should be clear and concise. The youth worker should emphasise that the activity has several stages, so that participants do not share more information about their situations/actions in the first stages.

12.0 Conflict mediation

Workshop Title: Conflict mediation

Duration: 150 minutes

Background:
Conflictual situations can be very difficult to manage and resolve. Some conflictual situations can result in physical violence or other violent acts. According to Moore (2004), There are a number of ways to approach conflict management and resolution, which range from least to most coercive. Conflicts may be avoided, talked out, negotiated, arbitrated, adjudicated, resolved by legislation, by political action, or by violent force[13]. The resolving of the conflict is usually handled by a mediator as the third party (neutral party) of the conflict. Moore (2004) presents three different roles of mediators: social network mediators, authoritative mediators, and independent mediators. It is essential to know about the mediation process and mediators as the chance in resolving a conflict is always likely when working in youth sector and addressing needs of different target groups, especially marginalised and discriminated youngsters. This session offers a set of theoretical and practical methods and information to understand conflict mediation, its process and using real-life situations for experiential learning.

Aim of the workshop: To understand the concept of mediation and its importance to resolving a conflict.

Objectives:
- To understand the concept of conflict mediation and its importance;
- To create space for reflecting on conflictual situations from every-day life and work;
- To use real-life conflictual situations for further understanding the importance of mediation and its functionality.

Competences addressed:
- Personal, social and learning to learn competence;
- Citizenship competence;
- Communication and collaboration;
- Digital competence;
- Analytical;
- Creative and critical thinking.

Methodology and methods:
- Theoretical input;
- Interactive exercise;
- Presentations and Discussion.

Workshop flow:

I.   **Introduction to the workshop and Theoretical input on Conflict Mediation (30 minutes)**

---

[13] Christopher Moore, The Mediation Process: Practical Strategies for Resolving Conflict, 3rd., (San Francisco: Jossey-Bass Publishers, 2004).
http://books.google.com/books/about/The_Mediation_Process.html?id=8hKfQgAACAAJ

The youth worker welcomes participants to the workshop and gives a short introduction to the programme and the topic covered. Then, a detailed presentation about conflict mediation concept takes place. The presentation includes information on roles of mediators: social network mediators, authoritative mediators, and independent mediators. Furthermore, the process of conflict mediation is explained, as well as illustration to each participant is given as a printed copy. The handout looks like the image below:

Image: Conflict Mediation- innovative approaches to teaching, Source: https://www.infoleducation.com/2021/09/21/conflict-mediation-innovative-approaches-to-teaching/

II.   Exercise: Conflict Mediation – Step 1 (10 minutes)
The youth worker invites each participant to think about a conflictual situation that might have happened in their life/work and write down key information in a paper. If they cannot think of something personal or not prefer to share, they can write some other situation that they are familiar with but keep the involved people as anonymous. They have 10 minutes for this.

III.   Exercise: Conflict Mediation – Step 2 (20 minutes)
Participants are divided into small groups. The youth worker instructs them to share with each other the conflictual situations written in their paper. Groups have 20 minutes to share and discuss.

IV.   Exercise: Conflict Mediation – Step 3 (10 minutes)
After sharing, the youth worker gives further instructions for each group to choose one conflictual situation from those that they shared with each other, as the situation they have to resolve in the next stage. They are given 10 minutes to decide and inform the youth worker.

V.   Exercise: Conflict Mediation – Step 4 (40 minutes)
On this step groups are instructed to use the printed copy they were provided – The illustration of Conflict Mediation Process. They are instructed to use this model to work on resolving the conflictual situation they have chosen. They have 40 minutes to conduct this task and get prepared to share their conflict mediation process in the plenary.

VI.   Presentations and Discussion (40 minutes)

All groups join the plenary for presenting their work. Each group has approximately 5-7 minutes to present, followed by a short Q&A session and comments by other groups.

Materials needed: flipchart papers, post-it papers, markers, pencils and pens, laptop and projector for presentation – theoretical input, printed image for participants.

Background documents and further reading:
▪ W. (2022, July 30). Conflict mediation: innovative approaches to teaching. Infol Education. Retrieved 2022, from https://www.infoleducation.com/2021/09/21/conflict-mediation-innovative-approaches-to-teaching/
▪ Christopher Moore, The Mediation Process: Practical Strategies for Resolving Conflict, 3rd., (San Francisco: Jossey-Bass Publishers, 2004). http://books.google.com/books/about/The_Mediation_Process.html?id=8hKfQgAACAAJ

Recommendations for future youth workers and peer educators/leaders multiplying this session:
▪ The youth worker should prepare some situations as examples in case participants do not feel like sharing life situations they encountered or cannot think of any situations at the moment.

13.0 Embracing diversity – WE Identity

Workshop Title: Embracing diversity – WE Identity

Duration: 150 minutes

Background:
The concept of identity acknowledgement is significantly discussed in the social and psychological sector. It helps an individual to realise the uniqueness in himself/herself. However, most of the time people do not realise that it is the social environment and surroundings that shape one's identity. Without having differences around, no one would be able to see the personal identities and characteristics he/she has. It is very important to value the diversity around us and be aware that the common (WE) identity is what makes the world beautiful and makes one's identity as what it is. There is still a high percentage of discrimination, marginalisation, stereotyping, bullying of minority groups in a society, or in general people who are a bit different than their surrounding community. This indeed resulted from lack of awareness and education in embracing differences and others from previous decades. However, it is never too late to focus on the WE Identity and embracing diversity for the current generation of youngsters and continuing doing it in the future in order to present and diminish the presence of negative phenomenon mentioned above. This workshop is designed to address this issue and promote positivity in diversity and group identity.

Aim of the workshop: To promote diversity as the core for self-identity development and raise awareness on diminishing negative phenomenon among youth.

Objectives:
- To understand and discuss on the concept of self-identity and common identity;
- To learn about importance of diversity and accepting others;
- To highlight the negative impact of stereotyping, bullying and other discriminatory actions;
- To use interactive methods for promoting diversity and group identity.

Competences addressed:
- Analytical;
- Personal, social and learning to learn competence;
- Teamwork;
- Communication;
- Citizenship competence;
- Empathy;
- Digital competence;
- Innovation;
- Creative and critical thinking.

Methodology and methods:
- Input;
- Interactive Exercise;
- Debriefing;
- Small group work;
- Presentation and Discussion.

Workshop flow:

I.   Introduction to the workshop (20 minutes)

The youth worker introduces participants to the workshop and its main purpose and objectives, as well as the agenda for the work. A short input on the topic of accepting the diversity, and preventing stereotyping, discrimination, bullying and marginalisation takes place.

II.   Interactive Exercise: Dots (45 minutes)

Participants are invited to stand up and form a big circle. The instructions are that during this activity they are not allowed to talk. Further, the youth worker asks them to close their eyes, and then sticks a paper (Dots) in everyone's forehead. The Dots are of different colours or shapes. When everyone has a dot in the forehead, the youth worker invites them to open their eyes and find their groups without talking. When they are done, the youth worker asks them whether they are happy with the group they belong to.

Debriefing on the exercise

After getting the answers, he/she invites everyone to join the plenary for a short debriefing on the exercise. The following questions are asked:

- What happened during this exercise?
- How did you feel when having to find a group? How about when you found someone with the same Dot as you?
- How did those who had more difficulties to find a group feel like?
- What was the behaviour/communication between yourselves?
- Why did you form groups by finding similarities of Dots when the only instructions were to find a group without talking?
- In real life, what groups feel as part of your identity? Where do you belong to?
- How do others join these groups?
- Who are individuals or groups in your communities that have challenges or cannot find a group at all?

The youth worker writes in the flipchart the key words from the answers of participants and emphasises the purpose of the activity and the importance of being acceptable towards those who are different from oneself.

III.   Video presentation "Embracing otherness, embracing myself" (5 minutes)

After the exercise and its debriefing, the youth worker screens the video of Thandie Newton from Ted Talk about the self-development and importance of belonging to a group. The video is about rejection of individuals (her case) who are different from others and can lead to challenging situations in those people's lives. The video is screened from the minute 2:45 to 4:12. The link to the video is:

https://www.ted.com/talks/thandie_newton_embracing_otherness_embracing_myself?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare

IV.   Step by step in overcoming (40 minutes)

Participants are divided into small groups for this part. They are instructed that they will work in sharing realities of their communities/societies by answering the following questions:

- What are the types of discrimination, stereotypes, marginalisation, or bullying in my society?
- Why are these individuals/groups rejected?
- What could be potential activities/actions to combat and prevent these negative habits?
- What is the role of youngsters to overcome these?
- How can young people be motivated in combating these?

Groups have 40 minutes to complete the task and prepare for the presentation in the plenary for the next phase.

V.   **Presentations and Discussion (40 minutes)**

All groups join the plenary for a presentation of their work. A short session with questions and comments takes place after each presentation, facilitated by the youth worker. In the end, the youth worker emphasises once again the importance of accepting and embracing diversity and the WE identity.

Materials needed: flipchart papers, post-it papers, markers, pencils and pens, laptop and projector for video screening, speakers for video screening, small sticky papers in the shape of dots equal to the number of participants with different colours - at least 4 different ones, with only 1 in unique colour or design (e.g., for 16 participants to have 4 in red, in green and in yellow and then play with last four: 2 blue, 1 yellow green, and 1 in white/ transparent).

Background documents and further reading:
- T-kit 4: Intercultural Learning of the Youth Partnership of the Council of Europe and the European Commission, 2nd edition, 2018; at https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning; page 75 at https://pjp-eu.coe.int/documents/42128013/47262514/Act8.pdf/4128b2fd-d9e5-a7d0-08ab-555e63416c11
- Video link for screening: https://www.ted.com/talks/thandie_newton_embracing_otherness_embracing_myself?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare

Recommendations for future youth workers and peer educators/leaders multiplying this session:
- For the Dots exercise when sticking the 1 different Dot from all others, it is important that youth workers choose a person who is more experienced in youth work, or part of the organising team – someone who would not feel excluded or bad from the exercise.

References

1. Alipan, A., Skues, J. L., & Theiler, S. (2018). "They Will Find Another Way to Hurt You": Emerging Adults' Perceptions of Coping With Cyberbullying. Emerging Adulthood, 9(1), 22–34. https://doi.org/10.1177/2167696818816896
2. Anti-Bullying Alliance. (n.d.). Bullying and care-experienced young people. https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/looked-after-children/bullying-and-care
3. Boxer P, Sloan-Power E. Coping with violence: a comprehensive framework and implications for understanding resilience. Trauma Violence Abuse. 2013 Jul;14(3):209-21. Doi: 10.1177/1524838013487806. Epub 2013 May 6. PMID: 23649832; PMCID: PMC7238431. Online source: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7238431/
4. BROWN BROTHERS HARRIMAN. (2006, December). Mentoring Guide. Career Connect. https://cdn2.sph.harvard.edu/wp-content/uploads/sites/31/2015/10/Mentoring_Guide.pdf
5. BulliesOut. (2020, June 29). Making a Change. Retrieved 2022, from https://bulliesout.com/need-support/young-people/are-you-a-bully/making-a-change/
6. BulliesOut. (2022, May 4). Information for Young People dealing with Bullying. Retrieved 2022, from https://bulliesout.com/need-support/young-people/
7. Christopher Moore, The Mediation Process: Practical Strategies for Resolving Conflict, 3rd., (San Francisco: Jossey-Bass Publishers, 2004). http://books.google.com/books/about/The_Mediation_Process.html?id=8hKfQgAACAAJ
8. CYBERSIMPLE.be. (n.d.). Activity: From bystanders to upstanders. https://www.cybersimple.be/sites/default/files/Cybersimple-Curriculum-its-cool-to-be-kind-activity-1.pdf
9. Edin Bjeloševiü, Sonja Bjeloševiü & Halima Hadžikapetanoviü: PEER VIOLENCE AS A PROBLEM OF THE MODERN SOCIETY, Psychiatria Danubina, 2020; Vol. 32, Suppl. 3, pp 371-377
10. Gavin, M. L. (2019, February). Dealing With Bullying (for Teens) - Nemours KidsHealth. Kids Health Org. Retrieved 2022, from https://kidshealth.org/en/teens/bullies.html
11. Great Britain. Department for Children, Schools and Families, & Great Britain. Department For Children, S. F. (2009). Safe from Bullying. Department for Children, Schools & Families. https://lx.iriss.org.uk/sites/default/files/resources/Safe%20from%20bullying%20training.pdf
12. Kashtan, I., & Kashtan, M. (n.d.). Basics of Nonviolent Communication – BayNVC. Bay Nvc. Retrieved 2022, from https://baynvc.org/basics-of-nonviolent-communication/
13. Millacci, T. S., PhD. (2022, August 6). Anti-Bullying Programs in the Classroom: Best Activities for Schools. PositivePsychology.Com. Retrieved 2022, from https://positivepsychology.com/anti-bullying-program-classroom/
14. Ogbueze, D. (2017, April 11). The unfortunate repercussions of public shaming. Daily Sundial. Retrieved 2022, from https://sundial.csun.edu/111136/arts-entertainment/the-unfortunate-repercussions-of-public-shaming/
15. Relate UK. (n.d.). Cyberbullying and trolling | Relate. Relate UK. Retrieved 2022, from https://www.relate.org.uk/cy/relationship-help/help-family-life-and-parenting/parenting-teenagers/school-and-work/cyberbullying-and-trolling
16. Stop Bullying Gov. (2017, September). Bullying Prevention and Response Training and Continuing Education Online Program. https://www.stopbullying.gov/sites/default/files/2017-09/training-module-2016.pdf
17. StopBullying.gov. (2021, November 17). Respond to Bullying. https://www.stopbullying.gov/prevention/on-the-spot

18. The Education People. (n.d.). Safeguarding: Peer on Peer Abuse. Retrieved 2022, from https://www.theeducationpeople.org/our-expertise/safeguarding/safeguarding-priorities/peer-on-peer-abuse/

19. The Literary Maven. (2020, January 18). Stand Up For A Friend: A Social Emotional Learning Activity. Retrieved June 2022, from https://www.theliterarymaven.com/2020/01/social-emotional-learning-activity.html

20. The Mayo News. (2016, November 22). Break the silence on bullying. Retrieved 2022, from https://www.mayonews.ie/living/nurturing/29003-break-the-silence-on-bullying

21. The Responsive Counselor. (2022, March 23). Upstander Lesson. Retrieved 2022, from https://theresponsivecounselor.com/2016/09/upstander-lesson.html

22. T-kit 4: Intercultural Learning of the Youth Partnership of the Council of Europe and the European Commission, 2nd edition, 2018; at https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning; page 75 at https://pjp-eu.coe.int/documents/42128013/47262514/Act8.pdf/4128b2fd-d9e5-a7d0-08ab-555e63416c11

23. Together Platform. (n.d.). What is the Purpose of Mentoring Programs? | Together Mentoring Software. Retrieved 2022, from https://www.togetherplatform.com/blog/what-is-the-purpose-of-mentoring

24. Ululdag University in Bursa, Turkey, Aurel University,Arad,Romania, Centre Neuro-Psychiatrique Saint-Martin,Dave,Belgium, & Asociación Cultural Social y EducativaSegundas Oportunidades,Telde,Spain. (2016). Toolkit: KEEPING YOUTH SAFE FROM CYBERBULLYING. https://www.salto-youth.net/downloads/toolbox_tool_download-file-2117/KYSFCB%20Toolkit.pdf

25. Usanmaz, O. (2022, February 18). Key Steps To Follow Before And During Mentorship Programs: A Mentoring Program Outline. Qooper. Retrieved 2022, from https://www.qooper.io/blog/key-steps-to-follow-before-and-during-mentorship-programs-a-mentoring-program-outline

Outreach Hannover e.V., Germany

Co-funded by
the European Union