



CURRICULUM

“EMPOWERING YOUTH WORKERS
AND YOUTH PEER LEADERS FOR
PREVENTION OF FACE-TO-FACE
PEER VIOLENCE AMONG YOUTH”

TITLE:

Curriculum “Empowering youth workers and youth peer leaders for prevention of face-to-face peer violence among youth”

PROJECT:

“Prevention of cyberbullying and peer violence among youth”, funded by the JUGEND für Europa, the German National Agency for the Erasmus+ Youth programme.

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

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ABOUT THE PROJECT “Prevention of cyberbullying and peer violence among youth”

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 also become 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 “Prevention of cyberbullying and peer violence among youth” 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. za savjetovanje, Croatia





BACKGROUND OF THE CURRICULUM


The curriculum “Empowering youth workers and youth peer leaders for prevention of face-to-face peer violence among youth” is envisioned as a resource material for youth trainers to organise a 7-day long training course on empowering peer educators/leaders and youth workers to develop alternative competences and methods of prevention and combating peer violence that is happening in every day face-to-face situations amongst youth. Further, it supports them to mentor, coach, and educate youngsters in the local communities for prevention of peer violence amongst them and for development of new methods when working with direct beneficiaries in communities.

The curriculum comprises of several parts that enrichen its quality and provide youth trainers with all relevant information and recommendations when multiplying the provided methodologies. The first part of the curriculum consists of the introductory pages with information on the topic, target group, objectives that can be achieved, continuing with a detailed programme table for a 7-day long training course. The following content of the curriculum comprises of the training curricula for educators, youth trainers, consisting of 15 developed sessions. The sessions developed involve concepts and understand of relevant terminologies and realities on the youth work when it comes to peer violence and bullying, group building, coping strategies to bullying, importance of standing-up for others, non-violent communication, as well as development of methods for combating aggression and for prevention of peer violence among youth.

The structure of developed sessions includes practical recommendations, additional resources for reading and materials needed for the implementation. This is done with the purpose of offering a more practical and useful material for youth workers and trainers/educators/peers engaged in youth work.

The specific objectives of the curriculum are:

- To introduce participants to the training course and relevant information to their participation, as well as to create space for getting to know each other;
- To share experiences and realities with face to face peer violence among youth and identify similarities and differences between societies through presentations and discussion;
- To expand knowledge on youth work and non-formal education in dealing with peer violence and create space for creative solutions in this regard;
- To equip participants with knowledge on the cycle of violence through practical models presented and interactive activities;
- To explore and learn about different types and forms of bullying through different forms of learning as well as discussions;
- To create an understanding of the common signs of bullies and explore ways of recognising bullying situations;
- To discuss on the consequences of violence on bullied youngsters and identify coping strategies to deal with such situations;
- To discuss about understanding when bullying happens and highlighting the importance of breaking the silence and getting help through creative methods;
- To use creative methods to illustrate the importance of standing-up for others when bullying happens;
- To learn about different styles of communication and explore differences between them;
- To understand the concepts of non-violent communication and conflict transformation through interactive discussions and exploring existing theories;
- To create space for developing new interventions for prevention of peer violence among youth and encourage participants to have an active role as peer educators;

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- To present the developed interventions for prevention of peer violence among youth and use the given feedback for further amendment on the work;
 - To reflect on the experience and evaluate the programme, logistics, as well as overall learning from the training course.

The curriculum and sessions developed are based on the principles and methodology of non-formal education; this comprising of role plays, interactive games, group works, plenary discussion, individual activities, reflective exercises, theoretical input, as well as exchanging of existing realities and practices as a learning technique.

Programme of the training course

Day 1	
PM	Arrival of participants
Evening	Welcome evening
Day 2	
AM	Introduction and Group building
PM	Sharing own experiences and realities with face-to-face peer violence (prevention) among youth
PM	Reflection and Evaluation of the day
Evening	Intercultural evening
Day 3	
AM	Youth work and non-formal education in dealing with peer violence
AM	Understanding the cycle of violence
PM	Types of bullying and peer violence among youth
PM	Reflection and Evaluation of the day
Day 4	
AM	Recognising youngsters' being bullied
PM	Consequences of violence on bullied youngsters - coping strategies
PM	Reflection and Evaluation of the day
Day 5	
AM	Helping youngsters to assess the situation, break the silence and get help
PM	Motivating youngsters to stand up for others when bullying happen
PM	Reflection and Evaluation of the day
Day 6	
AM	Communication styles (aggressive, passive, passive-aggressive and assertive)
AM	Non-violent communication and Conflict transformation
PM	FREE AFTERNOON
Day 7	
AM	Role of peer educators/leaders in prevention of peer violence among youth and recommended interventions – I
PM	Role of peer educators/leaders in prevention of peer violence among youth and recommended interventions – II
PM	Reflection and Evaluation of the day
Day 8	
AM	Sharing methods for combating aggression and for prevention of peer violence among youth
PM	Evaluation and closure of the training course
Evening	"See you again" party
Day 9	
AM	Departure of participants



RECOMMENDATIONS FOR USING THIS CURRICULUM AND ORGANISING SIMILAR TRAINING COURSES

The curriculum “Empowering youth workers and youth peer leaders for prevention of face-to-face peer violence among youth” is developed as an innovative and useful material for youth workers and leaders to use in their work with youngsters for education in prevention and combating bullying and peer violence. Furthermore, this curriculum serves youth workers and leaders in developing alternative competences and methods of prevention and combating peer violence that is happening in every day face-to-face situations amongst youth. It is developed for multipliers of knowledge, and it can be easily multiplied by all interested parties in local and European level.

This curriculum can be inspirational for youth workers and leaders who directly work with young people in the topic of bullying and peer violence, especially for a 7 day-long training course as it consists of step-by-step education on key aspects of effective communication, relevant concepts on bullying and its prevention, encouragement on activism and motivation to stand up for others.


When using this curriculum to organise a training course, it is recommended that youth workers and leaders have acquired the needed knowledge, skills, and attitudes in the field of communication, bullying, cyberbullying, peer violence realities and fact sheets, conflict transformation, and relevant skills. In particular, competences aimed to develop are the following:

- Knowledge of the theoretical framework of Bullying phenomenon and its types, including cyberbullying - what it is, why and where is present and what are the coping strategies to prevent and combat this phenomenon;
- Understanding of the recognising signs of bullies and when youngsters are being bullied;
- An understanding on the consequences of bullying, including depression and anxiety;
- An advanced knowledge on different styles of communication and non-violent communication;
- An understanding of how youth work and non-formal education can contribute to the prevention and combating bullying;
- An understanding on the concept of conflict transformation and conflict resolution;
- Deeper knowledge on the ways how to apply the training and workshops with local youngsters.

In every session, there is a section of the listed competences related to that session and topic. Hence, when reading the developed activities, the list of competences acquired through the implementation is presented. Also, there is specific recommendations related to particular sessions. It is very important to organise a training course by following all specificities presented in each session and ensuring a quality learning environment. This is essential in order to achieve the desired learning that is set in the aim of the sessions and specific objectives. This can be achieved in several stages:

Stage 1: Before the training course

- Participants should receive the info pack with all relevant information to their participation and contribution to the programme. Also, if they want to contribute to certain sessions, it is important to include such section in the application form or registration form.
- The sending organisation from each country should organise meetings with participants in order to prepare them for the training course, the pre-tasks, as well as for the context of NFE.


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- Participants should be prepared to work in multicultural groups and be aware of importance of diversity, tolerance, and differences in cultures. They should also be informed about the local context where the training course takes place.
 - Hosting organisation should inform participants on time about pre-tasks. It is important that participants do some research about the realities of peer violence and bullying in their community, as well as about existing programmes, organisations/institutions working on this issue. They should also research about the most recent and common conflict situations in their country. All this information will ease their participation in the training course and help them to better understand the topics covered.
 - Participants should be informed on time that the programme consist of the intercultural evening where each country group should organise themselves in presenting their country's culture. This can be done through bringing some local food, drinks, screening videos, presenting interesting and unique facts, presenting a dance, singing a song, and so on.

Stage 2: During the training course

- Activities designed in this curriculum were developed by trainers in this field and are suitable for youth workers/educators, and leaders to work towards prevention of bullying and peer violence among youngsters, but also for other interested parties and beneficiaries who are willing to learn about this topic and gain the competences. There are cases when some activities take longer or finish earlier; the educator should keep in mind the differences of level of the knowledge among participants and adjust the time based on the needs of participants.
- There are recommendations in the end of every session for future multiplying of the activities by other youth workers/educators. It is highly advisable to read and consider them according to the needs of the participants.
- Daily evaluation/reflection and final evaluation are essential parts of every training course. This is shown in the programme table of this curriculum as well. It is integrated in the programme by the end of each working day to reflect and give space for suggestions, as well as in the end for final feedback. There should be some time dedicated to that for participants to evaluate the programme, methods of working, trainers' performance, energy of the group, his/her own learning and contributions, and so on.
- The trainers should adapt the methods of working according to the needs of participants.
- Flexibility with time is another essential factor to have in mind. Some activities/sessions can last longer or shorter than planned, and the trainers should adapt to the needs of participants.

Stage 3: After the training course

- After the departure, it is important to keep contact with participants related to the implementation of interventions that they developed in the training course. They should offer support and help if needed, as well as to ask them for a feedback and report of the activities implemented.



DEVELOPED SESSIONS OF THE TRAINING COURSE: “EMPOWERING YOUTH WORKERS AND YOUTH PEER LEADERS FOR PREVENTION OF FACE-TO-FACE PEER VIOLENCE AMONG YOUTH”

1.0 Introduction and Group building

Session Title: Introduction and Group building

Duration: 180 minutes

Background:

The first sessions of every training course start with introductory activities that are designed for sharing key information of the programme and participation but also for teambuilding purposes. The introduction and group building session is specifically developed to inform participants with the project in overall, the training course objectives, the official agenda for the working days, logistics information and so on. It also comprises of several group building activities in order to foster the cooperation and communication among participants who come from different realities and background through different name games, ice breakers and so on. Moreover, this session is designed to have activities that address the learning objectives and expectations of participants regarding the programme and other relevant information to their participation.

Aim of the session: To introduce participants to the training course and relevant information to their participation, as well as to create space for getting to know each other.

Objectives:

- To officially introduce participants to the project and training course;
- To present the developed programme for the working days;
- To create space for establishing the first contact between participants;
- To promote teambuilding;
- To reflect and discuss on the participants’ expectations and contributions for the training course.

Competences addressed:

- Multilingual competence;
- Teamwork;
- Digital competence;
- Personal, social and learning to learn competence;
- Mathematical competence and competence in science, technology and engineering;
- Literacy competence;
- Cultural awareness and expression competence.

Methodology and methods:

- Input / Project presentation;

- Interactive exercises;
- Brainstorming;
- Mission Impossible – for group building;
- Debriefing.

Session flow:

I. Official introduction and welcoming (10 minutes)

The project coordinator starts the training course with a short introduction to the project and official welcoming of participants. He/she gives key information about the main idea behind the training course. Then, the other team members who are in charge of delivering the training or organising it present themselves and welcome participants to the training course.

II. Round of names (5 minutes)

After the presentation of organising team and trainers, the next 5 minutes are dedicated to participants' introduction. One by one, they are invited to mention their names, country, the representing organisation, and their interest/contribution to participate in the training course.

III. Information about the project, training and presentation of the agenda (25 minutes)

The organising team briefly present the main project and key activities in coordination with the project coordinator. Then, they present the training course and topics included. Further, trainers continue with a detailed agenda of the programme, where each session and topic is introduced.


IV. Expectations, fears, and contributions – Boat and the sea (30 minutes)

When all information related to the programme is provided to participants, the trainers introduce the first activity that require participants' engagement in the project. The activity is about discussing and listing the expectations that participants have of the programme and overall experience in the training course, the fears, and the contributions they give by participating. The trainer presents the "Boat and the sea" model which will be used during this activity. In the flipchart, he/she has drawn a boat in the sea, wind, and waves. Participants are informed that the boat in the drawing represents the element of expectations, the sea represents the whole programme, waves represent the element of fears, and finally the wind represents the contributions.

After the instructions, participants are provided with different papers and sticky notes, and coloured pencils and pens, markers, and so on. They are invited to use these materials in the next 15 minutes and write words or draw something in each designated element (sea, boat, wind, waves) and contribute thus to setting the expectations, fears, and contributions for this programme. This task is individual, and participants are instructed to not disturb others while working. When everyone writes/draws their input, the trainer starts presenting the whole content with the help of participants. In the end, the flipchart is put in a more visible spot in the working room so that participants can have a look at it during the programme and reflect on what they put in there.

V. Getting to know each other – bow ties with three truths and one lie exercise (25 minutes)

The next activity is for participants to getting to know each other and start the creation of group bonding. Participants are provided with different materials such as papers, pencils, markers, coloured pens, etc. They are instructed by the trainer to use these materials to design and make their own bow ties. In these bowties, they write their names and the country they are from. Then they stick the bowties in their blouses/t-shirts. Besides this, they use sticky notes to write 3 truths about themselves, and 1 lie. It can be an interesting fact, or something related to their studies, hobbies,



favourite food/drinks, and so on. They stick these on the blouses/t-shirts as well. When all participants accomplish this individual work, the trainer invites them to use 20 minutes and walk around the room, meet with each other and present themselves. The only rule that applies here is that participants should not tell which characteristics are truths, and which ones are lies, as the persons they are meeting have to guess in that. They should try to meet as many people as possible in these 20 minutes and focus on meeting those that they haven't had the chance to speak yet.

VI. Mission Impossible for Group building (50 minutes)

The session continues further with teambuilding activities. The next one is a challenging "Mission Impossible" exercise which requires self-organisation of the whole group of participants. In this activity, participants have 45-50 minutes to complete different tasks in order to complete the mission. Participants are instructed that they will have to complete a set of 10-15 tasks that were prepared by the trainers in advance. These tasks consist of getting to know the local community and places where the training is being held, as well as stimulating group work and teambuilding. Potential tasks can be: singing a song in the local language as a group, having a short conversation with people from local community, learning how to count in the local language, finding important statues/monuments/sports hall/cultural centres, taking a group photo, and so on. The trainers do not give further instructions, as participants are asked to organise themselves on how to complete the given tasks. For each completed task, they get a stamp from the trainer and in the end, to track and approve the accomplishment of the overall mission.

VII. Debriefing (20 minutes)

When the tasks are completed by the group, everyone gathers in the plenary. Participants shortly present each completed task. After this, the trainer starts a short debriefing session with questions related to the activities done in the session. The following questions are used:

- How difficult/easy you found the activities for learning each other's names? Do you remember all the names now?
- Which activity you liked the most during this session and why?
- How difficult/easy was the Mission Impossible activity? How did you function as a team with people that you do not know well?
- Did your group have a leader or how did you organise the division of work?
- Did you include everyone for the completion of tasks?
- Is all the provided information related to the training course clear for you?


VIII. Group agreements (15 minutes)


The final stage of this session is defining the group agreements for work and overall participation and presence of the participants. The trainer informs participants about this mini session and gives them 5 minutes to think about which agreements would they prefer to have in the group in order to ensure inclusivity and respect for everyone, but as well in ensuring positive environment in the group. After 5 minutes, the trainer opens the space for ideas and by mutual agreement, they write group agreements in the flipchart. In case there is hesitation or confusion from participants, the trainer starts with writing 1 or 2 rules to encourage them.

Materials needed: Flipchart papers, markers, sticky notes, A4 papers, pencils and pens, laptop, projector, coloured papers for the bow ties activity, speakers for music during the Boat and the Sea activity.

Recommendations for future trainers multiplying this session:

- It is recommended that the trainer plays some music in the background during the "Boat and the Sea" activity so that participants can do their work in a relaxing atmosphere.

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- The tasks for the Mission Impossible activity can also consist of something related to the topic of the training course. However, the primary goal is to foster team work and inclusion within the group. Also, the tasks should be organised according to the weather conditions; in the cold weather, outdoor activities should be limited.



2.0 Sharing own experiences and realities with face-to-face peer violence (prevention) among youth

Session Title: Sharing own experiences and realities with face-to-face peer violence (prevention) among youth

Duration: 180 minutes

Background:

This session brings participants closer to the topic they're going to work in during the training programme. Participants in this session have to space to reflect on their country realities when it comes to face-to-face peer violence and its prevention among youth. This session is related to the pre-task they are requested to do before the arrival to the training course, which is the research on their realities in the topic. This also includes the presentation of existing programmes that their sending organisation is focused on or has implemented in the past, their own experiences, and those that they are informed of. The session is especially designed for participants to slowly enter into the topic by first understanding the situation in their own countries in order to be able to use the experience gained in the training course for future solutions in their local community.

Aim of the session: To share experiences and realities with face to face peer violence among youth and identify similarities and differences between societies through presentations and discussion.

Objectives:

- To research on country realities on face-to-face peer violence (prevention) among youth;
- To give space for presentations of finding and sharing own experiences related to the topic;
- To discuss on similarities and differences between countries based on shared realities;
- To promote presentation and research skills.

Competences addressed:

- Multilingual competence;
- Teamwork;
- Communication;
- Digital competence;
- Personal, social and learning to learn competence;
- Literacy competence;
- Cultural awareness and expression competence.


Methodology and methods:

- Small group work – National teams;
- Presentations;
- International groups work – exchange rounds.

Session flow:

I. Introduction to the session and task (10 minutes)

The trainer starts this session with introducing participants shortly on the objectives of the programme and asking them on the pre-task/research they were required to do before the travel.



Then, participants are informed that during this session they will have to work on their national groups and combine their knowledge, expertise and research data in order to prepare a presentation for other groups and learn more about each other's realities on face-to-face peer violence (prevention) among youth. They are specifically instructed to also include existing programmes (also from their own experience) that work on prevention of peer violence among youth.

II. Work in national groups (80 minutes)

Participants join their country groups and start the work on their task. They have 70 minutes to work on their research and also combine previously researched data that they have. The trainer informs them that during this period they can work wherever they prefer and not limit themselves to be in the working room. More specifically, the groups are given the following questions to work:

- What is the reality (prevention) of face-to-face peer violence in your country?
- Which data or statistics do you have access to?
- What are the existing programmes on education of prevention of peer violence in your community?
- Do institutions and organisations who work on this topic face challenges? What are the most common challenges they experience?

III. Presentations (50 minutes)

All groups join the plenary to present their work. The trainer gives each group 5-7 minutes to present, followed by a few minutes of questions from other groups.

IV. Exchange rounds (40 minutes)

Participants are divided in different groups in this session part. The trainer forms new groups where there is 1 participant from each country, thus international mixed groups for sharing and exchanging information on the presented realities. After group formation, participants are instructed on the task. They should discuss on similarities and differences they noticed by hearing each other's presentations. Also, they need to discuss on how they see their role as active members in their community. They have 20 minutes to discuss this. After that, everyone joins the plenary and briefly share the outcomes of their discussion.

Materials needed: A4 and A3 papers, flipchart papers, post-it papers, pencils and pens, markers, colours, laptop, projector.

Recommendations for future trainers multiplying this session:

- The trainer should ask participants if they successfully conducted some research/complete their pre-task on the country realities. If each country group has some research done, the designated time for this session on this is enough for them to complete the group work. If not, the trainer should be flexible with time in order for them to have the chance to do a decent work.
- Participants should be advised to take notes during the Exchange Rounds in order to clearly share the outcomes in the plenary later, as well as save their ideas on their role in the topic.

3.0 Youth work and non-formal education in dealing with peer violence

Session Title: Youth work and non-formal education in dealing with peer violence

Duration: 70 minutes

Background:

Youth work and non-formal education are linked closely to address various topics and issues that society faces. While non-formal education is present in different education programmes, in youth work is literally the main type of education used. This is for the fact that in youth work programmes there is a clear need to have interactive and attractive methodologies used that are as well practical and inclusive. It is very important to learn about connecting these two concepts and methodologies when working on the peer violence prevention as well. The presence of bullies and bullied youngsters is significantly high and providing only lecturing on these issues is not sufficient. Therefore, this session is specifically designed to highlight the importance of youth work and non-formal education when dealing with peer violence and raise discussion on how this linkage can work.

Aim of the session: To expand knowledge on youth work and non-formal education in dealing with peer violence and create space for creative solutions in this regard.

Objectives:

- To learn about non-formal education and youth work connection;
- To discuss on how non-formal education practices in youth work can be used when dealing with peer violence;
- To use interactive exercise to stimulate creative and critical thinking on the topic;
- To raise awareness on prevention of peer violence through youth work.

Competences addressed:

- Teamwork;
- Communication;
- Digital competence;
- Personal, social and learning to learn competence;
- Literacy competence;
- Entrepreneurship competence.


Methodology and methods:

- Theoretical input;
- Interactive activity: Fish Bowl.

Session flow:

I. Theoretical Input on youth work and non-formal education (20 minutes)

The trainer starts the session with input on youth work and the most common educational programmes and activities that are implemented under this umbrella. Further, a theoretical input on non-formal education takes place including the learning methodologies, group dynamics importance, learning styles, the importance of setting objectives, motivation in learning, inclusivity, debriefing



and so on. In the last 5 minutes, a short discussion on the connection of youth work and non-formal education takes place, highlighting different examples and its functionality from previously implemented projects.

II. Fish-Bowl exercise (50 minutes)

Next activity consists of an interactive discussion using the Fish-Bowl method. The organisers have already designed the room for this activity using a fish bowl in the centre of the room with small papers with questions/topics to discuss. The fish bowl is surrounded by 4 chairs that form a small circle, and then a bigger circle with chairs is surrounding the small circle. The trainer informs participants that the small circle with 4 chairs is for those who volunteer to take part in the discussion, while the others sit in the bigger circle. The instructions are that while there are people sitting in the small circle, the others in the big circle should listen actively in order to follow the discussion and replace someone who is already in the small circle. When one wants to join the discussion, they touch one person in the shoulder and the person gives space for joining as soon as he/she finishes speaking. In the beginning, the trainer asks for 4 volunteers and then they manage the process of discussion for the next 50 minutes. The trainers use the following topics/questions for the Fish-Bowl discussion:

- The peer violence is/isn't present in education institutions;
- Youth work tackles peer violence sufficiently in its programmes;
- Non-formal education practices contribute to more inclusive society;
- The most impactful NFE method to be used in youth work for peer violence prevention;
- Non-formal education methodologies with peer violence offer long/short term solutions for peer violence prevention.

Materials needed: Fish bowl, prepared and printed topics/questions cut in fish shapes, A4 and A3 papers, flipchart papers, post-it papers, pencils and pens, markers, colours, laptop, projector.

Background documents and further reading:

- Inclusion A to Z by SALTO YOUTH: <https://www.salto-youth.net/downloads/4-17-3141/InclusionAtoZ.pdf>

Recommendations for future trainers multiplying this session:

- The fish-bowl methodology should be explained in detail for participants before the activity starts. Trainers should ensure that the whole process is clear in order for participants to understand their active role in listening and joining the discussion.

4.0 Understanding the cycle of violence

Session Title: Understanding the cycle of violence

Duration: 110 minutes

Background:

Understanding the cycle of violence is one of the first essential steps that help to address the violence act and deal with it towards a solution. According to Loggins (2022), some people who have experienced any type of physical, sexual, or emotional abuse can attest to the fact that the abuse happened in very predictable cycles. In some instances, violence can be repetitive and may have generational roots¹. Thus, violence does not happen suddenly, but it is a result of other factors which have impacted the situation of one to exercise violence towards another. It is important that young people and youth workers are equipped with information on how violence acts occur and what causes them, as well as understand the whole cycle of violence in order to be able to prevent and address this issue in their community. This session consists of useful content presented and interactive activities that contribute to understanding the cycle of violence and discuss each phase in detail as well as brainstorm in solving scenarios of violence acts.

Aim of the session: To equip participants with knowledge on the cycle of violence through practical models presented and interactive activities.

Objectives:

- To present the model of the cycle of violence;
- To create space for discussion and understanding of each phase of the cycle of violence;
- To promote critical thinking for understanding violent actions;
- To discuss the denial stage within the cycle of violence.

Competences addressed:

- Critical thinking;
- Teamwork;
- Communication;
- Digital competence;
- Literacy competence.


Methodology and methods:

- Group work – World café activity;
- Presentations;
- Discussion;
- Theoretical input.

Session flow:

I. World café (55 minutes)

¹ Loggins, B. L. (2022, August 26). What Is the Cycle of Violence? <https://www.verywellmind.com/what-is-the-cycle-of-violence-5207964>



The trainer emphasises that the focus of this session is to understand the cycle of violence. Then he/she instructs participants that during the next 45 minutes they will be working in small groups and in a creative way. The working room is designed with 4 tables that represent the “World café”. Each table has a paper with one of the following titles:

- Tension building
- Acute explosion
- Honeymoon/ Making up
- Calm

Besides, each table has different working materials provided such as papers, flipchart, markers, pencils and so on that they can use for their work, as well as refreshments to associate with a café environment. Participants are divided into 4 small groups and each group joins a table. In the first 5 minutes, they are asked to appoint a moderator in each group. Then, the trainer gives further instructions for the completion of the task which are as follows: As a group, you have 15 minutes to write your input on the given term consisting of your understanding and experience/knowledge. Then, you will receive the sign to move to the next table to contribute to the other topics similarly but in a shorter time of 10 minutes. The moderator is the one who always stays in the same group and guides the newcomers related to the topic and ensures that there is no duplication of input. Participants start the work, and after 15 minutes they switch to the other table. The switching occurs two more times, until each group contributes to all other groups’ topics and finally reach their original group. The trainer gives them additional 5 minutes to structure the inputs and prepare for a short presentation.

II. Presentations and Discussion (35 minutes)

All groups join the plenary for a 3-5 minutes’ presentation. When a group finishes the presentation, other participants can ask questions or comment. After all presentations, the trainer opens the space for a short discussion with the following topic/question:

- How do you understand Denial?
- What will happen in the case of Denial?

After a 10-15-minute discussion, the trainer closes this section by emphasising that the next part is dedicated to a more thorough understanding of the terms that were just covered through the world café activity.

III. Theoretical input: Cycle of Violence (20 minutes)

The trainer has prepared a power point presentation with theoretical input on the Cycle of Violence. The presentation consists of the following sections:

- What is cycle of violence?
- Existing theories and models for the cycle of violence
- 4 elements that form the cycle of violence
- Tension building
- Acute explosion
- Honeymoon/ Making up
- Calm
- The Denial phase

Moreover, the trainer has printed the model of Cycle of Violence for each participant, where the whole cycle is represented in visual and with key characteristics listed. The figure below represents the Cycle of Violence figure.

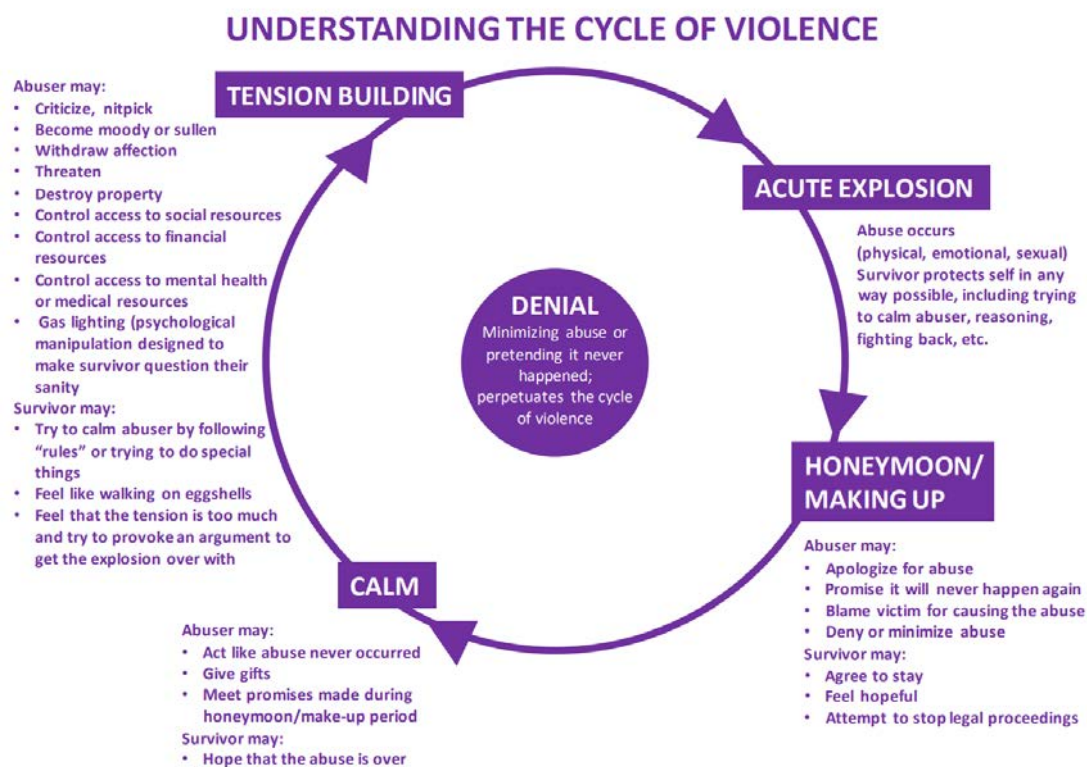


Image: Understanding the Cycle of Violence (n.d.), Source: UNDERSTANDING THE CYCLE OF VIOLENCE. (n.d.). [Slide show]. Colorado College. <https://www.coloradocollege.edu/other/wellness/pdfs/cycle%20of%20violence%20002.pdf>

Materials needed: prepared and printed titles for the world café, A4 and A3 papers, flipchart papers, post-it papers, pencils and pens, markers, colours, laptop, projector, refreshments for all groups, printed figure of Cycle of Violence.

Background documents and further reading:

- Materials for the theoretical input: Loggins, B. L. (2022, August 26). What Is the Cycle of Violence? <https://www.verywellmind.com/what-is-the-cycle-of-violence-5207964>
- UNDERSTANDING THE CYCLE OF VIOLENCE. (n.d.). [Slide show]. Colorado College. <https://www.coloradocollege.edu/other/wellness/pdfs/cycle%20of%20violence%20002.pdf>

Recommendations for future trainers multiplying this session:

- The world café activity can last longer than planned as not always participants are punctual with switching from one table to another. It might also be the case that they need a bit more time to structure the content in their paper so the trainer should be flexible regarding time.

5.0 Types of bullying and peer violence among youth

Session Title: Types of bullying and peer violence among youth

Duration: 180 minutes

Background:

Bullying and violence happens in different things. One can experience bullying or violence from their peers because of the appearance, sexual identity, race or ethnicity, behaviour, social status and so on. It is important for youth workers to understand that any type of bullying can happen directly to the person or indirectly through rumours or spreading negative information about someone. There are different types of bullying: physical, social, verbal, property bullying, and cyberbullying. Cyberbullying is a new way of bullying and a fast growing one which is present in the online world, and it also has its own types categorised. This session is designed to specifically cover all these aspects and types of bullying that are quite present among youth. The session consists of different activities and theoretical input that ensure quality understanding of participants in the topic.

Aim of the session: To explore and learn about different types and forms of bullying through different forms of learning as well as discussions.

Objectives:

- To understand the direct and indirect forms of bullying;
- To learn about types of bullying and peer violence;
- To further explore the cyberbullying and its presence among youth;
- To use interactive activities to understand realities of bullying and peer violence among youth in different countries.

Competences addressed:

- Critical thinking;
- Teamwork;
- Communication;
- Digital competence;
- Personal, social and learning to learn competence;
- Literacy competence.

Methodology and methods:

- Small group work;
- Presentations;
- Theoretical input;
- Discussion.

Session flow:

I. Introduction to the topic (15 minutes)

The trainer starts the session with a short introduction to the topic of forms and types of bullying. At this stage, he/she gives insights on the two forms of bullying: Direct and Indirect bullying. This input

serves as an essential information for participants to be able exploring all types of bullying and peer violence among youth.

II. Types of bullying – Small group work (55 minutes)

Participants are divided into 5 small groups for this part of the session. Before giving instructions on the task, the trainer presents the main types of bullying:

- Physical bullying
- Social/Psychological bullying
- Verbal bullying
- Property bullying
- Cyberbullying

After giving a definition of each type of bullying the trainer gives each group to explore a specific type of bullying. They are given 50 minutes to discuss in their groups and find out information about the given topic to explore, as well as prepare a thorough presentation for the next part.

III. Types of bullying: Presentations of work (60 minutes)

Participants join the plenary for a short presentation in groups. The trainer gives an estimated 7-10 minutes for presenting to each group. After each presentation, a short Q&A session takes place, respecting the planned time for this session part.

IV. Cyberbullying and its types (20 minutes)

Cyberbullying is further covered by a theoretical input given by the trainer. The trainer gives a thorough input on the types of cyberbullying which are shown below in the figure.

<p>Masquerade / impersonation</p> <p>Breaking into someone's account, posing as that person and sending messages to make the person look bad, get that person in trouble or danger, or damage that person's reputation or friendships.</p>	<p>Exclusion</p> <p>Intentionally excluding someone from an online group, like a "buddy list" or a game.</p>	<p>Outing and trickery</p> <p>Sharing someone's secrets or embarrassing information online. Tricking someone into revealing secrets or embarrassing information, which is then shared online.</p>
<p>Denigration</p> <p>"Dissing" someone online. Sending or posting cruel gossip or rumors about a person to damage his or her reputation or friendships.</p>	<p>Flaming</p> <p>Online fights using electronic messages with angry and vulgar language.</p>	<p>Online Harassment</p> <p>Repeatedly sending offensive, rude and insulting messages.</p>
	<p>Cyberstalking</p> <p>Repeatedly sending message that include threats of harm or are highly intimidating; engaging in other online activities that make a person afraid for his or her safety.</p>	

In addition to the 7 types identified by Willard (2006), trolling is another phenomenon that has become extremely visible through the recent election campaigns in various countries and also towards online religious, animal rights groups etc.

Trolling:

Intentionally posting provocative messages about sensitive subjects to create conflict, upset people, and bait them into "flaming" or fighting.



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

V. Discussion (30 minutes)

The trainer starts a discussion to summarise the learning of this session and conclude the session's topic on types of bullying. To do so, he/she uses the following questions:

- How familiar were you with types of bullying?
- What about types of cyberbullying?
- Do you encounter bullying situations in your community? How often?

Materials needed: A4 and A3 papers, flipchart papers, post-it papers, pencils and pens, markers, colours, laptop, projector.

Background documents and further reading:

- Gavin, M. L. (2019, February). Dealing with Bullying (for Teens) - Nemours KidsHealth. Kids Health Org. Retrieved on 2022, from <https://kidshealth.org/en/teens/bullies.html>
- Ululdag University in Bursa, Turkey, Aurel University, Arad, Romania, Centre Neuro-Psychiatrique Saint-Martin, Dave, Belgium, & Asociación Cultural Social y Educativa Segundas Oportunidades, Telde, Spain. (2016). Toolkit: KEEPING YOUTH SAFE FROM CYBERBULLYING. https://www.salto-youth.net/downloads/toolbox_tool_download-file-2117/KYSFCB%20Toolkit.pdf

6.0 Recognising youngsters' being bullied

Session Title: Recognising youngsters' being bullied

Duration: 180 minutes

Background:

In many cases youngsters are part of or encounter the situations of social exclusion, shame, manipulation, or discrimination. While these situations are quite common in schools, clubs, and recreational areas, they are not being dealt with as bullying situations. This session is focused in exploring the signs of someone who conducts the act of bullying, by continuing further in identifying and recognising situations when someone is being bullied. Furthermore, the session consists of discussion of social exclusion, shame, and discrimination situations for participants to understand how common and how often youngsters experience these situations and are being bullied in everyday life.

Aim of the session: To create an understanding of the common signs of bullies and explore ways of recognising bullying situations.

Objectives:

- To understand the common signs of a bully;
- To learn to recognise the situations when youngsters are being bullied;
- To discuss about situations of dealing with exclusion, shame, discrimination, manipulation;
- To use group work analysis and discussion for thorough understanding of the topic.

Competences addressed:

- Communication and collaboration;
- Digital competence;
- Critical thinking;
- Analytical;
- Literacy competence.


Methodology and methods:

- Ice breaker – interactive activity;
- Video screening;
- Small group work;
- Presentations;
- Discussion.

Session flow:

I. Ice breaker – Human Outline (30 minutes)

This session starts with an ice breaker called Human Outline. The trainer asks for two volunteers for an activity. This pair get a long piece of paper (approximately 6ft long) which is placed vertically in a front view. They are instructed that they take turns into drawing each other's outline. More specifically, the first person draws the right side of his/her pair, and after that, the second pair draws the left side of his/her pair. When the first pair serves as an example for clear instructions, the trainer



asks other participants to create pairs and provide each pair with markers and papers. Then, all pairs start with the drawings for the next 20 minutes, including writing interesting facts about each other. After that, they present their drawings and shortly share their impressions on the process.

II. Video screening and impressions discussed – Signs of a bully (25 minutes)

The trainer introduces the topic of the day and emphasises that the following activities are quite specific about recognising bullies and youngsters being bullied. After few minutes of introductory session, the trainer screens a video on the common signs of a bully which consists of the following:

- Domineering or controlling nature
- Low self-esteem
- Impulsive action/ lack of self-control
- Lack of empathy
- Intentional aggressive behaviours
- Discriminatory actions

After the video screening, participants are asked to share their impressions on the video. The trainer has written in the flipchart the common signs of a bully for participants to recall.

III. How do you recognise youngsters' being bullied? – Small group work (40 minutes)

Participants are divided into 4 small groups. The trainer instructs them to have in mind the signs of a bully from the video, and work for 40 minutes in their groups by answering the following question:

- How do you recognise youngsters' being bullied?

All groups have the same questions and have to prepare presentations for the next part of the session.

IV. Presentations (50 minutes)

Participants join the plenary for a short presentation in groups. The trainer gives 10 minutes for presenting to each group. After each presentation, a short Q&A session takes place, respecting the planned time for this session part.

V. Discussion (35 minutes)

The trainer finalises the session with a discussion on the following situations that contribute to bullying situations and it is important to recognise:

- How do you understand a situation that is about someone's exclusion in a group?
- Have you encountered a situation when someone experienced shame?
- Have you encountered a situation when someone experienced discrimination?
- Do you know how manipulation works and were you ever able to recognise such situation?

When closing the discussion, the trainer emphasises once again the importance of recognising bullying situations and being aware especially when in bigger groups.


Materials needed: A4 and A3 papers, long papers for the Human Outline, flipchart papers, post-it papers, pencils and pens, markers, colours, laptop, projector.

Background documents and further reading:

- Video: The 6 Common Signs of a Bully. (2021, May 6). [Video]. You Tube. https://www.youtube.com/watch?v=y-HC_xXAIRA

Recommendations for future trainers multiplying this session:

- The trainer should ensure a fruitful discussion during the video screening impressions and in the final discussion session in order for participants to have a clear understanding on the



elements presented. Also, it is advisable that the trainer take notes on the key words and examples they provide.

7.0 Consequences of violence on bullied youngsters - coping strategies

Session Title: Consequences of violence on bullied youngsters - coping strategies

Duration: 180 minutes

Background:

Having covered different aspects of bullying and recognising situations when one person is being bullied or he/she bullies others, the training course focuses on the consequences of violence on bullied youngsters. Knowing the consequences is of high importance for dealing with helping youngsters in overcoming the trauma, anxiety, depression or other potential consequences that can result from bullying. This session is designed to cover all these aspects in depth and to also create space for discovering coping strategies for dealing with the consequences of violence on bullied youngsters.

Aim of the session: To discuss on the consequences of violence on bullied youngsters and identify coping strategies to deal with such situations.

Objectives:

- To reflect and discuss the consequences of violence on bullied youngsters;
- To discuss about the most common forms of bullying situations;
- To explore coping strategies of dealing with bullying and peer violence;
- To create space for discussion on the topic and everyday life situations.

Competences addressed:

- Critical thinking;
- Communication and collaboration;
- Analytical;
- Digital competence;
- Personal, social and learning to learn competence;
- Literacy competence.


Methodology and methods:

- Self-reflection;
- Brainstorming;
- Discussion in pairs;
- Small group work;
- Presentations.

Session flow:

I. The most common forms of bullying among youngsters – Self-reflection (20 minutes)

The trainer starts the session by writing the question in the flipchart paper: What are the most common forms of bullying among youngsters? He/she asks participants to use 10 minutes for a self-reflection on this. There are small papers and coloured pencils in the centre of the working room for



participants to use and write key words that come from their reflection. After 10 minutes, participants are invited to share in the plenary some of their thoughts.

II. Brainstorming (25 minutes)

The session continues with a brainstorming activity. The trainer asks participants the following question: Can you think of how does a bullied youngster feel when being bullied? He/she writes this in the flipchart paper and participants starts sharing their opinions on the topic. After this, participants are invited to share if they had any case when a bullied youngster approached them or someone they know to share their feelings after being bullied from someone.

III. The main consequences of violence on bullied youngsters – Discussion in pairs (35 minutes)

After brainstorming about how youngsters being bullied feel, the trainer asks participants to form pairs and use the following 15 minutes to discuss on what could be the main consequences of violence on bullied youngsters. They are instructed to write down the key outcomes from their discussion. After 15 minutes, everyone joins the plenary to share the outcomes of their discussion. Then, together with the trainer, they discuss further on the topic and known cases from their communities.

IV. Coping strategies – Small group work (50 minutes)

Participants are divided into 4 small groups for this part of the session. The trainer instructs them that in the next 50 minutes they have to work in identifying coping strategies for bullied youngsters and prepare a presentation. They have to work by answering the specific question:

- What are the coping strategies of bullying and violence among young people?

V. Presentations (50 minutes)

All groups join the plenary for a short presentation in groups. The trainer gives 10 minutes for presenting to each group. After each presentation, a short Q&A session takes place, respecting the planned time for this session part.

Materials needed: A4 and A3 papers, flipchart papers, post-it papers, pencils and pens, markers, colours, laptop, projector.

Recommendations for future trainers multiplying this session:

- During the self-reflection activity, the trainer can play some music to support participants' focus and not get distracted from the others.
- This session requires a lot of focus and concentration from participants. In order to make this process easier for them, it is recommended that they are asked to do some research before the arrival to the training course on the examples from the community, so they can easily connect different cases and causes to the brainstorming session and group works.
- Since this session requires a lot of input from the participants and a lot of reflection and giving ideas, the trainer can add small breaks between activities, or hold some part of the session in an outdoor space.

8.0 Helping youngsters to assess the situation, break the silence and get help

Session Title: Helping youngsters to assess the situation, break the silence and get help

Duration: 180 minutes

Background:

Very often in sociology is encountered the dominance behaviour talk. People who have dominance behaviour in their personality or try to overpower situations are the ones who usually bully others, but in sociology they are not called bullies. On the other side, people who have to deal with the reactions of dominance behaviour people are the ones who suffer or target of being bullied. Over the years, youngsters do not even realise that they are being bullied but continue to feel uncomfortable in the school, clubs, or other social activities. In some cases, they even stop attending certain activities because of not knowing how to act upon such situations. For these reasons and more, it is important to accent the information and spread knowledge that help youngsters to assess bullying situations. Assessing is the first step that helps them to step up for themselves. Breaking the silence and getting help towards solving the situation are the next steps. Talking to adults, parents, peers, psychologists are considered effective ways for young people to assess the situation, talk about their feelings, break their silence and get help to stand-up to the ones who bully them. This session covers these three main aspects, and it is useful for youth workers to support these processes in the community and for youngsters to understand the bullying situations and getting help.

Aim of the session: To discuss about understanding when bullying happens and highlighting the importance of breaking the silence and getting help through creative methods.

Objectives:

- To brainstorm on understanding when bullying happens;
- To use creative expressions for illustration of breaking the silence and getting help;
- To analyse pros and cons of tips dedicated to bullied youngsters;
- To discuss about helping youth in standing-up for themselves when being bullied.

Competences addressed:

- Analytical;
- Creative expression;
- Communication and collaboration;
- Digital competence;
- Critical thinking;
- Personal, social and learning to learn.

Methodology and methods:

- Brainstorming;
- Small group work;
- Creating comics – story through art;
- Exhibition;
- Debriefing.

Session flow:

I. **Brainstorming: How do we know if we are being bullied? (20 minutes)**

This session starts with a short brainstorming activity. The trainer has written in the flipchart paper the following question: How do we know if we are being bullied? He/she uses helping questions and clarifications to trigger participants brain for input such as: Is bullying similar to teasing? How about those people in some social activities who have more dominant/aggressive behaviour?

Participants start giving ideas while the trainer writes key words in the flipchart around the written question. The brainstorming lasts about 15 minutes. Then, he/she emphasises the focus of the session and the importance of being able to assess situations whether some act is bullying or not.

II. **Messages for bullied youngsters (30 minutes)**

After brainstorming, the trainer divides participants in 6 smaller groups. Each group receives a small paper with a message/advice. the instructions are that in the next 10 minutes, participants will have to analyse the messages and assess the pros and cons of them. The trainer emphasises that these messages are addressed to youngsters who are bullied. Moreover, he/she explains that usually the support from adults, parents, peers, or psychologist is considered helpful for bullied youngsters to break the silence. There are 3 messages, and the division of them between groups is as follows:

- Group 1 and 4: Message 1

“ Your worth and who you are as a person is not defined by other people. Be yourself and you will flourish! I know it’s so hard right now and everything feels like it’s against you but please speak out and tell someone. Letting it out will make you feel so much better ”

- Group 2 and 5: Message 2

“ You are worth so much more than you think. Being bullied is scary, painful and really hard - but you don’t have to suffer in silence. Speak to someone you trust to let them know what is happening and together, you can work to make it better ”

- Group 3 and 6: Message 3

“ Bullying is not your fault, and things can get better. ”

After 10 minutes of analysing the messages, groups join the plenary to share their opinions. The trainer can ask additional questions such as:

- Do you find this message useful?
- Do bullied youngsters need motivational messages/advices to break the silence or other type of support?

- What is right/wrong with the message you received?

III. The art of comics: Breaking the silence and getting help (70 minutes)

The trainer divides participants in 5 small groups. each group receives a set of papers, flipchart, coloured pencils, scissors, magazines, printed photos, markers, tape, and other relevant working materials. When all groups are equipped with materials, the trainer instructs them on the task. He/she explains that they have 70 minutes to create a story, more specifically a story presented as in a comic book by using the materials given. The topic for all groups is: Breaking the silence and getting help. The trainer further explains that in this story they have to illustrate how youngsters that are being bullied can break their silence and get help to overcome the bullying situation. Moreover, they have to prepare for an exhibition of their work in the plenary room when a corner is set for each working group. Participants can work inside or outside the working room during the 70 minutes but have to be there on time for the exhibition.

IV. Exhibition (30 minutes)

Groups confirm their readiness for showing their comics. The trainer announces the start of the exhibition and invite participants to check other groups work. Only one person stays in the original group to give further clarifications when needed for the visitors, and in the meantime the team members replace them so that everyone gets to see the art work of the others. The exhibition lasts for 30 minutes.

V. Debriefing (30 minutes)

After the exhibition, the trainer invites everyone to join the plenary for a debriefing on the session. The following questions are used to discuss:

- How did you like this session?
- Did the brainstorming activity awaken your mind on potential bullying situation that may have occurred to you in the past?
- How important did you find the supporting messages from others to break the silence? Can one overcome this by himself/herself?
- How easy/difficult was for you to create a story by using visuals?
- Did you use an existing example for your story or a made-up one?
- How do you see your role in helping youngsters in your community to break the silence and get help in bullying situation?

Materials needed: printed messages for all 6 groups, A4 and A3 papers, flipchart papers, post-it papers, scissors, magazines, photos related to the topic, tape, pencils and pens, markers, colours, laptop, projector.

Background documents and further reading:

- Bullying | How To Deal With Bullying and Getting Help. (n.d.). <https://www.youngminds.org.uk/young-person/coping-with-life/bullying/>
- Gibbs, B. G. (2014, May 2). How to Stop A Bully. You Tube. <https://www.youtube.com/watch?v=7oKjW1Oljuw>

Recommendations for future trainers multiplying this session:

- The trainer should ensure to have enough materials for the art work for each group. The papers, photos, magazines should contain at least something connected to the topic in order for them to manage creating a good work in a limited time.



9.0 Motivating youngsters to stand up for others when bullying happen

Session Title: Motivating youngsters to stand up for others when bullying happen

Duration: 180 minutes

Background:

After understanding how to assess bullying situations and helping youngsters to break the silence and get help, the programme focuses on the perspective of youngsters who can be of help to their bullied peers. This session specifically focuses on motivating youngsters to stand up for others when bullying happen. This is a very important session as standing up for others is not very simple and in many cases, it can cause a more aggressive behaviour from the bully or twist the situation in other unknown and unpredictable ways.

Aim of the session: To use creative methods to illustrate the importance of standing-up for others when bullying happens.

Objectives:

- To understand the importance of standing-up for others in bullying situations;
- To encourage youngsters having an active role in acting towards preventing and combating bullying;
- To use creative methods for illustration of prevention and combating bullying situations;
- To highlight the importance of teamwork and communication through group work.

Competences addressed:

- Creative expression;
- Communication and collaboration;
- Analytical;
- Entrepreneurship competence;
- Critical thinking;
- Problem solving;
- Personal, social and learning to learn.

Methodology and methods:


- Standing up for others – interactive activity;
- Discussion.

Session flow:

I. Introduction to the session (10 minutes)

The trainer opens the session with a short introduction to the topic and the importance of being active in the society when bullying happens. He/she emphasises that during this session they are going to focus on how one can contribute when encountering a bullying situation, and that will be done through a theatre play.

II. Standing up for others – creating the scenarios (110 minutes)



Participants are divided into 2 big groups – Team A and Team B. They are instructed that this activity is similar to a theatre play and each team has different instructions but the same time 100 minutes to prepare their task. The trainer invites Team B to go to a different room while Team A stays in the working room. Each team receives a small paper with instructions which are as follows:

Team A

You have to prepare a scenario/play when bullying happens among youngsters. You have 100 minutes to write the scenario and prepare the play. Your play should last from 20-30 minutes. Please make sure to have an introduction part and phase to phase scenario in the play, so to not jump on the bullying situation immediately.

Team B

You have to prepare different scenarios on how to act and stand up for other youngsters when bullying happens. You have 100 minutes to write these different scenarios and prepare your play on how you would act when encountering a bullying situation. Make sure to write everything in a paper and after the given time you will be invited to join the working room.

After 100 minutes, the trainer invites Team B to join the working room and makes sure Team A is done with the preparations for the scenario.

III. Standing up for others – THE PLAY (30 minutes)

The trainer gives the green light for the groups to start. The Team B sits on the chairs that are placed in a circle, while Team A should be in the centre and start performing. Members of Team B act as necessary based on their observation and strategies. The whole play is about 30 minutes, but in case it ends earlier, the trainer invites both team to explain in detail their tasks and prepared scenarios.

IV. Debriefing (30 minutes)

The trainer gathers everyone in the plenary for a short debriefing on the activity. The following questions are used:

- Can a representative of each team explain their task and present their prepared scenario?
- How did you feel about planning a scenario of bullying situation? (question for Team A)
- How did you feel about planning a scenario of standing up to a bully and protect the bullied youngsters? (question for Team B)
- Did Team A prepare a good scenario and example to show us how bullying happens? (question for Team B)
- Did Team B prepare good strategies to stand up for bullied youngsters? (question for Team A)
- Do you think these strategies are helpful for everyday life situations? (question for both teams)
- How can we motivate youngsters in our communities to be active and stand up for others when bullying happen?

Materials needed: A4 and A3 papers, flipchart papers, post-it papers, pencils and pens, markers, colours, laptop, projector, other relevant materials group might need to create the scenario, 2 working spaces for groups to work separately.

Recommendations for future trainers multiplying this session:

- The trainer should encourage participants to keep notes while creating the scenario in order to not forget important aspects of their activity and have them for the debriefing part to explain the details to the opposite team.

10.0 Communication styles

Session Title: Communication styles

Duration: 90 minutes

Background:

Each person has a unique way of interacting with other people and transmitting messages. Communication style determines how the other person understands the message and what one wants to communicate. There are four different communication styles: passive, aggressive, passive-aggressive, assertive. Each of these styles has its own specificities, while assertive communication is considered to be more effective in transmitting the message right as one wanted to send. The way how people communicate can often lead to misunderstandings, potential violence, bullying and so on. Therefore, it is important that young people and youth workers have a clear distinguish between different styles in order to understand what kind of message they are receiving/giving. This session is designed to cover in detail all four communication styles and give participants the chance to explore more into each style in order to better understand the differences and specificities.

Aim of the session: To learn about different styles of communication and explore differences between them.

Objectives:

- To explore different styles of communication;
- To discuss on the differences of each communication style;
- To learn about the importance of effective communication;
- To further promote teamwork and communication.

Competences addressed:

- Communication and collaboration;
- Analytical;
- Critical thinking;
- Problem solving;
- Personal, social and learning to learn.


Methodology and methods:

- Silent floor brainstorming;
- Presenting;
- Theoretical input.

Session flow:

I. Silent floor brainstorming (25 minutes)

There are 4 different flipchart papers placed in the floor. Each paper has one of the following titles written: Passive, Aggressive, Passive-aggressive, Assertive. The trainer explains that these titles represent different communication styles. Next, he/she invites participants to use the next 20 minutes to walk around the room in silence and write their input on each of the titles. More



specifically, they have to write on how they understand each communication style. They can use markers to write or write in sticky notes and put them in the paper.

II. Presentations (40 minutes)

The trainer divides participants into 4 groups and gives a flipchart paper to each group. They are instructed in the next 15 minutes to summarise the input given by all participants and prepare a short presentation. Then a short presentation of 5 minutes from each group takes place. After each presentation, participants can comment or ask questions. Questions related to the communication styles are addressed to the trainer who saves these questions for the next part.

III. Theoretical input (25 minutes)

The trainer has prepared a short presentation on the importance of effective communication. The presentation also covers all four communication styles that participants explored in the silent brainstorming. In the end, he/she answers questions that participants asked in the previous activity.

Materials needed: A4 and A3 papers, flipchart papers, post-it papers, scissors, pencils and pens, markers, colours, laptop, projector.

Background documents and further reading:

- 4 Types of Communication Styles. (2018, March 27). Alvernia University. <https://online.alvernia.edu/articles/4-types-communication-styles/#:~:text=There%20are%20four%20basic%20communication,and%20why%20individuals%20use%20them.>
- Corporate Finance Institute. (2022, November 24). Communication Skills. <https://corporatefinanceinstitute.com/resources/management/communication/>

11.0 Non-violent communication and Conflict transformation

Session Title: Non-violent communication and Conflict transformation

Duration: 90 minutes

Background:

Nonviolent Communication (NVC) is a communication framework that helps people to connect with themselves and others through empathy and communicate using a four-stage process of observation, identifying feelings, identifying needs, and making requests². It is an important framework to learn for participants in order to promote effective communication and discourage aggressive and violent communication when working with youngsters in the community. On the other hand, conflict transformation is another process which deals with post-violent behaviour/communication situations. According to Botes (n.d.), conflict transformation refers to the process of moving from conflict-habituated systems to peace systems. This process is distinguished from the more common term of conflict resolution because of its focus on systems change³. This session focuses in providing participants with essential knowledge on these two concepts and processes, as very important ones in preventing and combating peer violence and bullying.

Aim of the session: To understand the concepts of non-violent communication and conflict transformation through interactive discussions and exploring existing theories.

Objectives:

- To reflect about existing conflicts in local communities and the realities of conflict transformation;
- To learn about non-violent communication and its key elements;
- To learn about conflict transformation process and key stages;
- To discuss about the role of youth workers in contributing to transformation of existing conflicts in the society.

Competences addressed:

- Entrepreneurship competence;
- Communication and collaboration;
- Analytical;
- Critical thinking;
- Problem solving;
- Personal, social and learning to learn.

Methodology and methods:

- Small group work – National teams;
- Sharing in plenary;
- Theoretical input;
- Discussion.

² Model Thinkers. (n.d.). Nonviolent Communication. <https://modelthinkers.com/mental-model/nonviolent-communication>

³ CONFLICT TRANSFORMATION: A DEBATE OVER SEMANTICS Botes. (n.d.). 2002. https://www3.gmu.edu/programs/icar/ijps/vol8_2/botes.htm

Session flow:

I. Small group work – Existing conflicts in my community (25 minutes)

In the first part of this session participants are invited to join their national teams for a small group work. When everyone joins their group, the trainer instructs them to discuss and write down information about the existing or most recent cases of conflict in their communities. They have 25 minutes to work on this and then to join the plenary.

II. Sharing in plenary (25 minutes)

When participants join the plenary, the trainer asks a representative of each group to share the information they came up with related to most recent conflict situation in the community. They are asked to share the type of conflict, the consequences, and whether there is any progress in solving it.

III. Theoretical Input: Non-Violent Communication and Conflict Transformation (20 minutes)

After hearing about examples of conflict and introducing participants to the focus of the session, the trainer enlightens them with more information on the concepts of Non-Violent Communication and Conflict Transformation. Specifically, the presentation consists of the following agenda:

- Non-Violent Communication
 - Definition
 - Empathy at its core
 - Key elements: Observation, Feelings, Needs, Requests
- Conflict Transformation
 - Definition
 - The four dimensions to transform a conflict: Personal, Relational, Structural, Cultural
 - Conflict Transformation vs. Conflict Resolution

IV. Discussion (20 minutes)

The trainer continues the session with a short discussion session on the topic. He/she opens the floor for discussion by asking the following question:

- Based on the examples you've given in the beginning of this session and the knowledge gained, how can active youth and youth workers contribute to transforming existing conflicts in our societies?

The discussion session lasts about 20 minutes.

Materials needed: A4 and A3 papers, flipchart papers, post-it papers, scissors, pencils and pens, markers, colours, laptop, projector.

Background documents and further reading:

- Model Thinkers. (n.d.). Nonviolent Communication. <https://modelthinkers.com/mental-model/nonviolent-communication>
- CONFLICT TRANSFORMATION: A DEBATE OVER SEMANTICS Botes. (n.d.). 2002. https://www3.gmu.edu/programs/icar/ijps/vol8_2/botes.htm
- Martin, M. S. (2022, November 22). What Is Conflict Transformation? Brave Talk Project. <https://bravetalkproject.com/what-is-conflict-transformation/>

Recommendations for future trainers multiplying this session:

- The trainer should be very well prepared for this session and provide clear and concise information during the theoretical input part as this session is shorter in time, but the importance of these concepts is significantly high.

12.0 Role of peer educators/leaders in prevention of peer violence among youth and recommended interventions

Session Title: Role of peer educators/leaders in prevention of peer violence among youth and recommended interventions

Duration: 180+180 minutes

Background:

The real impact of the training course is not during the programme days, but rather after when participants go back home and share their knowledge with their peers, put the knowledge into practice and become change-makers in their society. Realising the importance of this and aiming a higher impact to the target group, the training course is designed to dedicate a full working day for participants to develop new initiatives/workshops based on the knowledge gained. These initiatives should be addressed for the local community, more specifically for the youngsters who experience bullying. The session highlights the role of peer educators in preventing peer violence among youth.

Aim of the session: To create space for developing new interventions for prevention of peer violence among youth and encourage participants to have an active role as peer educators.

Objectives:

- To reflect about the role of youth workers/leaders in prevention of violence among youth;
- To discuss about new interventions needed in the local community for prevention of violence and bullying;
- To create space for developing new interventions that address the needs of the youth community.

Competences addressed:

- Critical thinking;
- Communication;
- Social and civic competences;
- Teamwork;
- Analytical skills;
- Time management;
- Problem solving competences.


Methodology and methods:

- Brainstorming;
- Small group work – National teams.

Session flow:

I. Brainstorming – The role of peer educators/leaders in prevention of peer violence among youth (25 minutes)

This session starts with a short brainstorming activity. The trainer has written in the flipchart paper the following question: What is the role of peer educators/leaders in prevention of peer violence among youth?



Participants start giving ideas while the trainer writes key words in the flipchart around the written question. The brainstorming lasts about 20 minutes. Then, he/she emphasises the focus of the session and the importance of being active members in the society and use the knowledge gained in the training course for developing new interventions in the society.

II. Introduction to the task and TSO template (20 minutes)

The trainer introduces participants with the session and that they have the whole day in disposal to develop new ideas that they want to implement in their country. They are instructed that this session serves as a chance for them to put the knowledge into practice by developing new interventions for prevention of peer violence among youth. Also, they have to work in their country groups for this session. Then, the trainer continues the session by presenting a template (TSO) that they can use to structure their idea better and have it written in detail. Trainers share this template via email or social media group, or other preferred forms. Participants are informed that after first 105 minutes they should join the plenary for a check in session to share their progress.

III. Group work (105 minutes)

Participants join their country groups to work on the new idea development. They use the first part of their work (before check-in) to conceptualise their idea. They can work on different spaces around the venue of the training course or outside.

IV. CHECK-IN Session (30 minutes)

The trainer invite all groups to join the plenary for a short Check-In session to see their progress with developing new ideas and discuss whether they need any support or help. Each group appoints a representative to share their progress and trainers give feedback and recommendations.

V. Continuation of group work (180 minutes)

All groups continue to work and further develop their ideas based on the feedback given by the trainers. In this phase, they have to finalise their idea, complete the TSO and send it to the trainers, as well as prepare for a presentation on the next day.

Materials needed: A4 and A3 papers, prepared TSO document to share with participants, flipchart papers, post-it papers, scissors, pencils and pens, markers, colours, laptop, projector.

Recommendations for future trainers multiplying this session:

- It is recommended that trainers remain available during the whole working time for groups, at least to check each group when they start making concepts of their ideas and need more guidance to structure their opinions.

13.0 Sharing developed interventions for prevention of peer violence among youth

Session Title: Sharing developed interventions for prevention of peer violence among youth

Duration: 180 minutes

Background:

After the development of new interventions for prevention of peer violence among youth, participants have the space to present their ideas and get thorough feedback on their work. This session serves as an opportunity for all groups to get feedback and use some time to refine their work in order to have a well-structured and planned intervention for the youngsters in the local community. The session is designed in a way that other participants can also give comments and feedback based on their experience and for more diverse perspective on the feedback.

Aim of the session: To present the developed interventions for prevention of peer violence among youth and use the given feedback for further amendment on the work.

Objectives:

- To create space for presenting the developed interventions for prevention of peer violence among youth;
- To encourage participants to give feedback to developed interventions;
- To reflect on the given feedback and refine the work.

Competences addressed:

- Critical thinking;
- Communication;
- Social and civic competences;
- Teamwork;
- Analytical skills;
- Time management;
- Problem solving competences;
- Presentation;
- Digital competence.

Methodology and methods:

- Presentations and Feedback;
- Group work – finalisation of developed interventions.

Session flow:

I. Introduction to the session and final preparations for the presentations (20 minutes)

The trainer starts the session by informing participants that the time to present their developed workshops/interventions has come. He/she emphasises that each group will receive a detailed feedback which serves as a chance for them to further improve their idea afterwards. Then, the trainer announces that they have 10 minutes to do the final preparations for their presentations and join the plenary.



II. Presentations of developed interventions and Feedback (120 minutes)

Participants join the plenary for the presentation session. The trainer invites groups one by one to present the developed interventions in an estimated time of 15-20 minutes. After each presentation, a Q&A session takes place. Then, the trainer gives detailed feedback and recommendations on potential refinements of the work. participants are encouraged to give feedback to their peers too.

III. Final amendment of the developed interventions (40 minutes)

After getting feedback, the trainer invites participants to join once again their groups and refine their work. They have 40 minutes to do this and send the updated version of their work to the trainer.

Materials needed: A4 papers, laptop and projector, flip chart papers, markers, post-its, pens.

Recommendations for future trainers multiplying this session:

- The trainer should pay attention to each group when they present in order to give detailed feedback and for them to properly address the feedback to refine their ideas.

14.0 Evaluation and closure of the training course

Session Title: Evaluation and closure of the training course

Duration: 100 minutes

Background:

Evaluation is the last session of the training course that also marks the closure of the programme. It is the session where participants reflect and evaluate their experience, learning, performance, surrounding energy, input and contributions, expectations, and so on. This session is very important for the trainers and organising team to get an assessment and feedback on their work in order to improve themselves for future trainings. The session is comprised of different evaluation methods, including visualised ones, and verbal rounds to applaud everyone's contributions.

Aim of the session: To reflect on the experience and evaluate the programme, logistics, as well as overall learning from the training course.

Objectives:

- To use visual methods for evaluating different aspects of the training course organisation;
- To use written evaluation form for detailed assessment of the programme;
- To reflect on the programme and learning goals;
- To create space for sharing general impression on the experience gained.

Competences addressed:

- Multilingual competence;
- Teamwork;
- Digital competence;
- Personal, social and learning to learn competence;
- Entrepreneurship competence;
- Literacy competence;
- Citizenship competence;
- Cultural awareness and expression competence.

Methodology and methods:

- Self-reflection;
- Visual evaluation - pizza;
- Written evaluation;
- Verbal evaluation.

Session flow:

I. Self-reflection – Expectations and contributions (20 minutes)

The trainer opens the session by asking participants to reflect on the learning they've got during this training course. Then, he/she asks them to think about the expectations they set on the first day and contributions. They have 10 minutes to do a self-reflection whether they achieved this. After 10 minutes, participants are invited to share in the plenary how they feel about the expectations and contributions, if they met their expectations and if they contributed as they thought on the first day.

II. Visual evaluation form – “pizza” (20 minutes)

Trainers have made a drawing of pizza shape in a flipchart paper. Each slice of pizza represents a certain aspect of the training course such as: group energy, methods of learning, trainers support, food, materials and space in the working room, weather conditions, free time, and so on. Participants are invited to use coloured markers or drawings and evaluate each aspect. The closer they make a sign/drawing to the centre of the pizza, the higher the evaluation is considered. They use 15 minutes for this, in order to give space for everyone to evaluate in peace. Then, the trainer sums up the evaluation.

III. Written evaluation form – online (30 minutes)

Participants receive a link of the written evaluation form in their emails or social media group. This form required their attention to give a more detailed evaluation about the working methods, trainers, logistics, and support for their participation. They have 30 minutes to conduct this form of evaluation and use their phones, tablets, laptops to do it. In case someone needs a device for evaluation or want a printed copy, trainers provide support on this aspect.

IV. Verbal evaluation and closure of the training course (30 minutes)

The final form of evaluation is the verbal round. Here, participants are invited to share their impressions and give a final message to everyone in the working room. In the end, the organising team and trainers share their final words on the completion of the training course, thank everyone for the participation and officially close the training course. This follows with a big group hug and a photo of the whole group.

Materials needed: pens, pencils, markers, flipchart papers, a drawing of a pizza shape on the flipchart paper with categories of evaluation, a created online written evaluation form, laptop, projector, speakers.

Recommendations for future trainers multiplying this session:

- The evaluation form should be designed in advance and should be tested by the organisers to ensure that it is working. Also, it is recommended to have few printed copies in case someone prefers to write instead of typing.
- Organisers should check to have a stable internet connection in the working room for the evaluation part. It is also recommended to play some music during the written part of the evaluation for participants to enjoy some relaxing atmosphere.

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