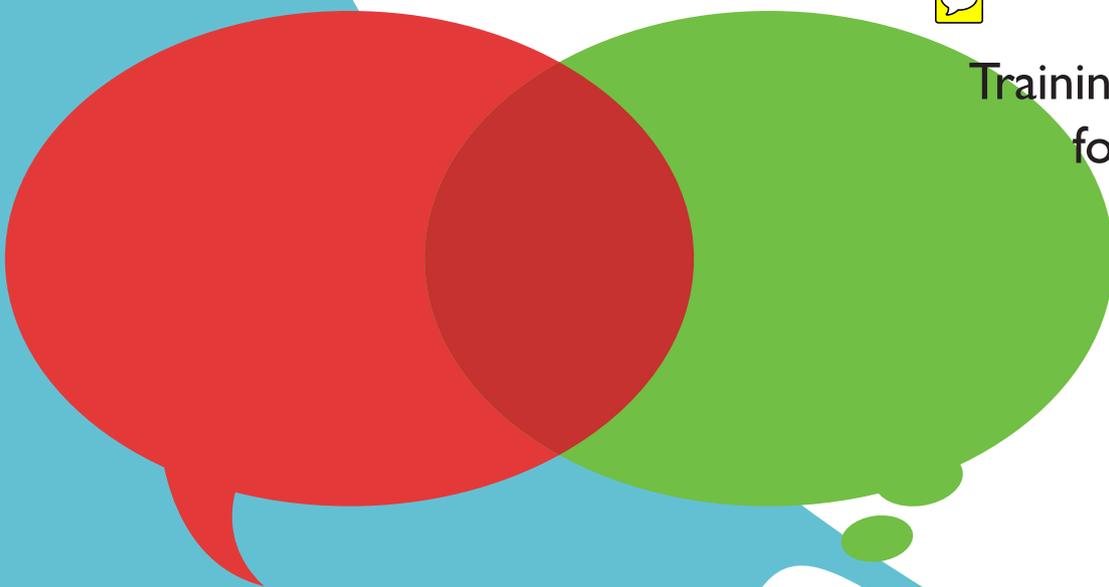


We better talk



Training programme
for adolescents



We better talk

Training programme for adolescents



Project „Empowering the child’s strengths for violence prevention“



The project is financed by the Oak Foundation for the period 2016 – 2021



SOCIAL ACTIVITIES AND PRACTICES INSTITUTE

www.sapibg.org

Sofia, 2017

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Introduction to the programme

Who is this programme for?

- This programme is designed for adolescents (aged 13/14 to 18), with the purpose of enhancing certain social skills, acquiring new ones, as well as prevention of challenging behaviour; identifying and tackling aggressive behaviours.
- The programme features additional tasks and games, which can be used for both younger adolescents aged 13-14 and for the older age group of students aged 15-17. These additional materials can be found at the end of the programme. The same materials can be used for the older age group at the facilitator's discretion.
- The programme is designed in such a way that it will give an opportunity to the adolescents, through games, role-playing, small-group case discussions and sharing of emotions, to experience, practice and learn new behaviours; it will help the participants recognise and point unacceptable behaviour and previously experienced abuse and talk about it. The duration of a group session is an hour and a half.
- The length of the session is approximate and is determined by the facilitator. Depending on the group size and participants' activity, group discussions on the case studies or role play may take longer than planned. In such cases it is up to the facilitator to decide which elements of the programme should be shorter in terms of timing, to allow more time for others, depending on the group's needs.
- The supporting group will open up a space where the adolescents will be provoked, stimulated, encouraged to think positively and supported in dealing with accumulated emotions; to organise, share and acknowledge their past experience, while having an opportunity to develop positive models of reaction and dealing with risk situations, involving violence in their relations with the children and adults from their environment and especially in school environment.
- The group programme is designed mostly for work with adolescents at school but it can be easily adapted and used for adolescents placed at social or residential services.

Goals

- The programme aims to enhance adolescents' skills to identify physical, sexual and emotional abuse and bullying among peers and between a child and an adult.
- Increase their interpersonal relationships competency, enabling them to differentiate between trust, insult, affection, anger, aggression, etc.; to recognise the types of abuse, manage challenging behaviour, tell the difference between good touch and bad touch as part of the sexual abuse.

What skills does the programme develop?

- Skills to identify abuse; enhancing adolescents' sensitivity to acts of violence.
- Skills to identify the various types of abuse.
- Skills to seek help if they become involved or have been involved in a situation of violence or bullying.
- Skills to recognise potentially dangerous situations, which may result in violence.
- Skills to work in small groups.
- Skills to recognise and share their own feelings and emotions.
- Skills to acknowledge other people's feelings, altruism.
- Communication skills

What is the purpose of the training?

- On the one hand, the training is held in medium-size groups of 12 – 16 participants but the groups can be smaller – 6 to 8 participants. This format enables an atmosphere conducive to sharing and trust.
- Supporting group aims to provide support for the emotional problems experienced by adolescents and help them deal with those by providing a space where each participant can share their personal experience of abuse and a coping strategy. This will help the participants to learn sharing, seeking and providing help, communicating with peers and functioning better in the community which they belong to.
- On the other hand, the training aims to support the adolescents in shaping up ideas how to make their school a safer and more pleasant environment. The participants will have an opportunity, through various activities, to generate various good ideas for improved school environment and relationships among themselves and with the other peers or adults.

Materials:

Flipchart, big-size thick drawing paper, small coloured sticky notes, highlighters, pens and felt tip pens, pencils, crayons, water colours, scotch tape, glue, scissors, etc. There is a list of the materials required enclosed in each session so that the facilitators can prepare them in advance.



Programme structure



SESSION I.

„THE GOOD AND BAD ATTITUDE”

Objective:

Introductory topic for the group – introducing the participants to each other, signing a confidentiality declaration; setting the rules of the group and agreeing the topics for discussion as well as a schedule of the meetings. Agreeing and writing down the rules of the group.

Session structure

No	Activity	Duration (minutes)
1.	Session opening: Preparation for work Introduction of participants to each other	20 min.
2.	Familiarisation game „Find someone who...”	15 min.
3.	Agreeing and writing down the rules of the group	10 min.
4.	Introduction to the topic of Good and bad attitude and to the programme’s goal	20 min.
5.	A Herdsman and a Flock game – working in small groups, discussion	15 min.
6.	Closing the session and feedback	10 min.
	Total time	90 min.

Activity 1: Session opening

Preparation for work

Objective: Prepare the group for the working phase and create working atmosphere.

Facilitator instructions: The facilitator starts off by **introducing the group** participants to each other and he/she can use the following game for the purpose: each of the participants describes themselves in 5 sentences. The facilitator may set the main parameters: *My name is..., I am ...years old, I like ...and in my spare time I ...* After everyone has introduced themselves, the facilitator does the same and explains the purpose of the meeting.

Activity 2: Familiarisation game „Find someone who...”

Objective: Provide the children with an opportunity to introduce themselves in a different way and to learn something new about themselves.

Facilitator instructions: Each participant withdraws a small slip of paper with 8 statements written on them. The idea is to find as many people as possible in the group, whom these statements apply to. Each slip of paper has various statements written on them, such as: *Someone who likes eating cakes; Someone who has ridden a bike; Someone who has a dog at home.* (See Appendix

1). The game has a time limit and is a competition, with everyone having the task to find out as many people as possible, whom the statements written on the slips of paper withdrawn by them apply to.

Activity 3: Agreeing and writing down the rules of the group

Objective: Drafting Group work rules.

Facilitator instructions: The facilitator justifies the need of group work rules and asks the participants to come up with proposals. In case they are more passive, the facilitator can offer a few examples:

- 1) We listen to each other without interrupting one another
- 2) Everyone's opinions and ideas are valuable
- 3) No offensive language, we respect each other
- 4) We speak on our own behalf
- 5) We do not comment other people's opinions
- 6) When we discuss serious matters, we behave serious, and when it is fun time, we have fun.
- 7) (left blank to be filled in)

Activity 4: Introduction to the topic of the good and bad attitude and the programme's goal

Objective: Identify the "main problems" that the participants face at school: what is important for them, what worries them, how they relate to their friends, how they make decisions, how they build relationships, how they put their trust into someone, how and when they stop trusting their friends. Identify and define the acts of bad attitude (abuse/violence) among children in the school environment.

Facilitator instructions: Conduct a brainstorming session to identify, analyse and recognise the acts of violence among the children in the group.

Ask a question:

- „When you hear the word “bullying” or the phrase “bad attitude”, what comes to your mind? (write down everything that the adolescents report).
- Ask a probing question: „And when you hear “bullying at school”, what comes to your mind? (Ask the participants to share with you all images, pictures, feeling, occurrences or other words, memories.)

The problems that are identified as common for everyone are defined accordingly with the assistance of the facilitator and are written down on a poster.

The group is asked two more questions in the same manner:

- When you hear the phrase “good attitude”, what comes to your mind, what do you associate it with? (encourage the adolescents to share every association, image, memory, feeling and write down on the poster what they have shared.

- Then ask a probing question: And what comes to your mind when you hear “good attitude at school? (write down again everything that the children share).

Summary: Help the children summarise the differences between good and bad attitude and most of all with relation to the feelings and images associated with both. Tell them that in the course of the programme we will be discussing good and bad attitude in life and the relationships among people and mostly while they are in the school environment. We will be talking about what we can change in order to make our school a more pleasant and safer environment for everyone.

Activity 5: Herdsman and flock game

Objective: A game focused on trust and team building

Facilitator instructions: The group nominates two volunteers. Each one of them chooses a person from the group until they form two teams. Obstacles are placed in the room. The two teams have to move from point A to point B, with only the team leader being able to see and no right to speak. The leader has to organise their group to cover the distance while guiding them without using words but signs only, agreed with them in advance and making sure that the group members are safe while doing the obstacles. The first team that reach point B is the winner.

Notes to the facilitator:

- See how much time you have before you decide how to play this game: the two teams simultaneously, one after the other or as one joint team.
- If there is no enough room to have the two teams playing together, then they can cover the distance one after the other. In this case, the focus will not be on speed and competition but more on the experience of putting your trust into someone.
- If you want to focus more on the experience and not on the competition, then have the whole group playing as one team. Allow enough time for each participant to share their feelings and emotions.

Activity 6: Closing the session

Objective: Summarise the discussion held during the session and assess the group’s mood.

Facilitator instructions: The session concludes with a summary by the facilitator. The participants can share how they feel. Ask them to describe their mood by using the seasons: spring, summer, autumn or winter, and ask them to explain why they have chosen namely this season.

Appendix No 1

(Find someone who...game each participant to be provided with a hand out)

<ol style="list-style-type: none">1. Someone who likes eating cakes;2. Someone who has ridden a motorbike;3. Someone who has a dog;4. Someone who does not like science fiction feature films;5. Someone who has put on perfume today;6. Someone who brushes their teeth three times a day;7. Someone who sleeps with a night gown;8. Someone who has milked a cow	<ol style="list-style-type: none">1. Someone who likes eating sweet macaroni;2. Someone who has travelled by an airplane;3. Someone who keeps fish pets;4. Someone who does not like adventure feature films;5. Someone who has put on perfume today;6. Someone who brushes their teeth three times a day;7. Someone who talks in their sleep;8. Someone who is in love
<ol style="list-style-type: none">1. Someone who likes eating cakes;2. Someone who has ridden a motorbike;3. Someone who has a dog;4. Someone who does not like science fiction feature movies;5. Someone who has put on perfume today;6. Someone who brushes their teeth three times a day;7. Someone who sleeps with a night gown;8. Someone who has milked a cow	<ol style="list-style-type: none">1. Someone who has a photo of a friend or a relative on them;2. Someone who cannot ride in an elevator;3. Someone who grows a cactus/cacti at home;4. Someone who does not like taking walks;5. Someone who has no girl/boyfriend;6. Someone who does not eat meat;7. Someone who has slept in the open under the stars;8. Someone who hiccups often
<ol style="list-style-type: none">1. Someone who has a photo of a friend or a relative on them;2. Someone who cannot swim;3. Someone who keeps a tortoise at home;4. Someone who likes martial arts;5. Someone who has no phone;6. Someone who hates ice cream;7. Someone who has slept in the open under the stars;8. Someone who has a mole on their forehead	<ol style="list-style-type: none">1. Someone who has a photo of a friend or a relative on them;2. Someone who cannot swim;3. Someone who keeps a tortoise at home;4. Someone who likes martial arts;5. Someone who has no phone;6. Someone who hates ice cream;7. Someone who has slept in the open under the stars;8. Someone who has a mole on their forehead
<ol style="list-style-type: none">1. Someone who does not speak English;2. Someone who rides a bicycle;3. Someone who can knead dough;4. Someone who does not like pancakes;5. Someone who is in love;6. Someone who has fear of flying;7. Someone who likes flowers;8. Someone who has been in love at least once.	<ol style="list-style-type: none">1. Someone who does not speak English;2. Someone who rides a bicycle;3. Someone who can knead dough;4. Someone who does not like pancakes;5. Someone who is in love;6. Someone who has fear of flying;7. Someone who likes flowers;8. Someone who has been in love at least once.

<ol style="list-style-type: none"> 1. Someone who sings out of tune; 2. Someone who has hiccupped today; 3. Someone who dreams of becoming a president; 4. Someone who is afraid of cockroaches; 5. Someone who speaks French; 6. Someone who does not throw rubbish in the street; 7. Someone who has travelled by a helicopter; 8. Someone who has hand-fed a rabbit 	<ol style="list-style-type: none"> 1. Someone who sings out of tune; 2. Someone who has hiccupped today; 3. Someone who dreams of becoming a president; 4. Someone who is afraid of cockroaches; 5. Someone who speaks French; 6. Someone who does not throw rubbish in the street; 7. Someone who has travelled by a helicopter; 8. Someone who has hand-fed a rabbit
<ol style="list-style-type: none"> 1. Someone who likes music. 2. Someone who sings in the shower. 3. Someone who is on the look for a girl/boyfriend. 4. Someone who likes drinking Coke. 5. Someone who has drunk baking soda. 6. Someone who has coughed today. 7. Someone who can sing. 8. Someone who dreams of becoming a composer. 	<ol style="list-style-type: none"> 1. Someone who has 10 buttons on the clothes they are wearing at the moment. 2. Someone who speaks German. 3. Someone who likes chocolate. 4. Someone who has flown in their dream. 5. Someone who likes reading fairy tales. 6. Someone who likes the orange colour. 7. Someone who does not know how to make pop corns. 8. Someone who can multiply 15 x 15 in their head.
<ol style="list-style-type: none"> 1. Someone who likes eating cakes; 2. Someone who has ridden a motorbike; 3. Someone who has a dog; 4. Someone who does not like science fiction feature movies; 5. Someone who has put on perfume today; 6. Someone who brushes their teeth three times a day; 7. Someone who sleeps with a night gown; 8. Someone who has milked a cow 	<ol style="list-style-type: none"> 1. Someone who does not speak English. 2. Someone who rides a bicycle. 3. Someone who can knead dough; 4. Someone who does not like pancakes; 5. Someone who is in love; 6. Someone who has fear of flying; 7. Someone who likes flowers; 8. Someone who has been in love at least once.
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SESSION 2.

THE PHENOMENON OF VIOLENCE – BULLYING AMONG ADOLESCENTS IN AND OUT OF SCHOOL

Objective:

Provide a secure space where participants in the group can share personal experiences. Develop skills in the participants to identify potentially dangerous situations. Enhance their skills to identify situations involving risk of violence, make them aware who they can approach for help and assistance in case they have such experiences.

Session structure

No	Activity	Duration (minutes)
1.	Session opening: Reminding of the group rules Warming-up game Egg structure	20 min.
2.	Working in small groups on case studies – the groups present their work, discussion and summary by the facilitator	40 min.
3.	Let's touch game	15 min.
4.	Closing the session and feedback by playing the Final round game	15 min.
	Total time	90 min.

Activity I: Session opening

Preparation for work

Objective: Prepare the group for the working phase and create a working atmosphere, reminder of the group rules.

Facilitator instructions: Once reminded of the group rules, the participants divide into two random teams. Each group has to make an egg structure with the task being to wrap the egg in such a way so that when dropped from about one meter height, it remains intact. The game requires team spirit, accord and working together towards a common goal.

Notes to the facilitator:

It is necessary to prepare the materials for the game in advance: a number of intact raw eggs: 1 egg for each team; scotch tape, newspapers, balloons – two for each team. The teams have 15 min. for making the structure and 5 min. for checking the results.

Activity 2: Case studies

Objective: Introduce the participants to the topic of violence.

Provide a protected space where the children can share personal experiences.

Develop skills enabling the participants to identify unacceptable behaviour, bullying, group assault as well as practice suitable reactions for handling such situations.

Facilitator instructions: The participants divide in two or four groups, depending on their number. They work on the following case studies and the questions to them. The case studies from Appendix No 2 need to be printed out.

Case study No 1

One evening after school, an unknown, apparently older boy, approached Toshko on the way out of the school yard and threatened him that he would beat him up if Toshko did not give him his money and mobile phone.

Questions:

1. What do you think Toshko will do? Why?
2. Can you tell what this type of action is called?
3. Does this happen in our school? Do you know any children your age (children and young people) who have such experience?
4. Have you experienced anything like this? What did you do or what would you do in such a situation?

Case study No 2.

On his way home, Kiril was stopped by a group of upper grade students. They started insulting him and making fun of him. They would not let him go. When he told them to leave him alone, they beat him up.

Questions:

1. What do you think will be Kiril's reaction? Why?
2. Can you tell what this type of action is called?
3. Does this happen in our school? Do you know any acquaintances or children your age who have experienced this?
4. What would I do if this had happened to me? Why?

Each group nominates a leader to present the case and the discussion held. A general discussion is held by the whole group on the questions raised in the case studies.

A summary by the facilitator: what type the violence is and the options for seeking help in such situations.

Notes to the facilitator:

Explain to the participants that such behaviour is unacceptable and that the law also defines it as unacceptable. This is a robbery and Toshko is a victim of robbery – peers who have experienced a situation where someone used force in order to take belongings, a piece of clothing or a mobile phone away from them (case study No 1). Case study No 2 involves group assault and battery and harassment – when a group of children at the same age attack another child/adolescent or several children with the purpose of inflicting harm to them (case study No 2).

Activity 3: Let's touch game

Objective: The game is about group dynamics and exercise

Facilitator instructions: Everyone touches an object in the room at the facilitator's command. This can be one and the same object available in several places in the room or belonging to the people present. For example: the board, the door, something made of glass, something green, a sports shoe, something made of metal, etc. It is important that everyone touches the object referred to as quickly as possible. The last person to touch the object goes in the middle and points the next object to be touched. Repeat 5-6 times with different participants.

Activity 4: Closing the session and feedback by playing the Final round game

Objective: Check how the participants feel, what they find useful about the session, can they apply it.

Facilitator instructions: All participants make a small circle. Ask each of them to say something at the end of the meeting. They can say something about what they learnt or what they found useful while they have been together or leave the topic open for discussion. You can ask the participants to say a word or a sentence about what would I take from this session? The final words are to be said by the facilitator – to try and summarise what has been said and conclude the meeting on a positive note.

Appendix No 2

Printed hand outs of the case studies are distributed among the groups.

Case study No 1

One evening after school, an unknown, apparently older boy, approached Toshko on the way out of the school yard and threatened him that he would beat him up if Toshko did not give him his money and mobile phone.

Questions:

1. What do you think Toshko will do? Why?
2. Can you tell what this type of action is called?
3. Does this happen in our school? Do you know any children your age (children and young people) who have had such experience?
4. Have you experienced anything like this? What did you do or what would you do in such a situation?

Case study No 2.

On his way home, Kiril was stopped by a group of upper grade students. They started insulting him and making fun of him. They would not let him go. When he told them to leave him alone, they beat him up.

Questions:

1. What do you think will be Kiril's reaction? Why?
2. Can you tell what this type of action is called?
3. Does this happen in our school? Do you know any children your age who have experienced this?
4. What would I do if this had happened to me? Why?

SESSION 3. INTERPERSONAL RELATIONSHIPS – TRUST, INSULT, AFFECTION, ANGER, AGGRESSION

Objective:

Identify the participants' "main problems", which they face on daily basis: what is important for them, what worries them, how they relate to their friends, how they make decisions, how they build relationships, how they put their trust into someone, how and when they stop trusting their friends. Identify and define the nature of maltreatment and abuse among adolescents in the school environment.

Session structure

No	Activity	Duration (minutes)
1.	Session opening: Reminding of the group rules Making a collage on the topic of Friendship	20 min.
2.	Working in small groups on case studies – presentation of the group work, discussion and summary by the facilitator	30 min.
3.	Conduct a brain storming session and a short discussion about trust	10 min.
4.	Role play: „Checking out alternatives”	20 min.
5.	Cops and Robbers game	5 min.
6.	Closing the session and feedback by playing The Tree game	5 min.
	Total time	90 min.

Activity I: Opening the session

Objective: The group is encouraged to think positively and gets ready for work

Facilitator instructions: Once reminded of the group rules, the participants divide into two random teams. The participants are given the topic for the collage: Friendship. Their task is by using cut out pictures, letters and phrases to present their interpretation of what friendship means to them. They stick the photos on a piece of paper. They can use felt tip pens to draw and finalise the collage they have made. After the teams complete their collages, they present them to the big group. This is followed by a discussion on friendship, giving an opportunity to the participants to share feelings and attitudes in a non-provocative manner.

Notes to the facilitator:

The materials have to be prepared in advance to enable the participants to make their collages. The following materials are required: newspapers, magazines, glue, scissors, big-size thick drawing paper or poster sheets for each group.

Activity 2: Discussion on case studies

Objective: Introduce the participants to the topic of physical violence and bullying by peers, encourage them to share personal experience and possible reactions in similar situations.

Facilitator instructions: The participants divide in two or four random groups, depending on their number. They work on the following case studies and the questions to them. The case studies that need to be printed out can be found in Appendix No 3.

Case study No 3.

Rado used to stay often at school after classes to play football in the school yard. One day a boy hit Rado during an argument among peers at school.

Questions:

1. What do you think that Rado will do? Why?
2. Can you tell what this type of action is called?
3. Does this happen in my school? Do you know anyone who has had such experience?
4. What would I do if I were Rado? Why?

Case study No 4.

Dido is 14 years old and did not like staying alone in the class room; so he was going out in the corridor or the school yard during the breaks in order to spend time with his friends from the other class. Dido's friends made him do various things, they often pushed him and plucked him by the hair or the clothes.

Questions:

1. What do you think that Dido will do? Why?
2. Can you tell what this type of action is called?
3. Does this happen in my school? Do you know anyone who has had such experience?
4. What would I do if I were Dido? Why?

Case study No 5.

Maria was 14 years old. She is friends with children from the neighbourhood school. Often, they spend time in the school yard or in other tucked away places. One day Maria gave her watch to a friend of hers from the group to keep it for her. Maria's friends took the watch, which was a dear and valuable present; they decided to have fun and broke it to small pieces.

Questions:

1. What do you think that Maria will do? Why?
2. Can you tell what this type of action is called?
3. Does this happen in our school? Do you know any of your peers who have had such experience?
4. What would I do if I were Maria? Why?

Each group nominates a leader who presents the case and the discussion on it. A general discussion is held by the whole group on the questions raised in the case studies.

The summary of the facilitator focuses on the type of violence and the options for seeking help or handling of such situations.

Notes to the facilitator:

The violence described in case study No 3 is: physical assault (battery) during an argument – resolving a conflict, an argument through violence.

The violence described in case study No 4 is the so-called bullying, i.e. harassment by peers – same age students who force another student to do things he is unwilling to in order to humiliate or harm him as well as to put up with their mockery or bullying, i.e. words and actions which hurt his feelings. The third situation (case study No 3) presents the actions of young people which can be defined as causing damage to other people's property and is punishable by law. Behaviour involving destruction or damage to a third party's property, may result in holding the perpetrator criminally liable since such behaviour is considered dangerous and unacceptable. Please consider also the fact that Maria trusted them when she gave them the watch, which is another type of unacceptable behaviour: abuse of trust. When a person deliberately damages a third party's belonging or property, entrusted to them for safekeeping, the latter's deed is punishable by law. This is referred to as abuse of trust.

Facilitate a discussion of the participants on the alternatives to the violence described in the three case studies.

Activity 3: Hold a brain storming session and a short discussion

on Why trust is important in the relationships between friends? – 10 min.

Objective: Help the participants become aware and make sense of the importance of trust in the relationships with the others as a basis for good attitude.

Facilitator instructions: Ask the participants to give a quick answer to two questions: Why is trust important in the relationships between friends? Tell them that there are no right or wrong answers; what is important is to enumerate more things. Summarise the discussion by helping the adolescents realize how valuable trust is in our relationships: it gives us security, protection, peace, confidence, hope, stability, sense of support and of not being alone. All these feelings help us face fear, insecurity, helplessness, lack of hope, anxiety, loneliness, lack of understanding, rejection, etc.

Activity 4: Role play: Checking out alternatives

Objective: Help the participants work out alternatives and good attitude models.

Facilitator instructions: You can ask the participants to act out case studies 3 and 4, with one of them trying to act as an observer, helping the angry boy from case No 3 to talk about their feelings and thus prevent the punch and the physical assault. The facilitator has to prepare

the participant and help them by guiding them verbally. The work on case study 4 may involve re-enactment of the situation where Dido talks about his emotions and does not put up with being ridiculed. You will need at least 20 min. Case study 5 may involve recreating the end of the situation where Maria finds her watch broken and the pieces scattered. Help the participant act out the role to express their feelings.

Notes to the facilitator:

You need skills and knowledge about how to model a role play.

Activity 5: Cops and Robbers game

Objective: The game is about group dynamics, exercise and releasing tension before the session ends.

Facilitator instructions: Participants split in random couples – an odd number, with one participant remaining single. Chairs are arranged in a circle, with their number corresponding to the number of the participating couples. One participant from each couple takes a sit and the other one stands behind them. The single participant has an empty chair before them. Their task is to try and win over someone of the other participants who is sitting on a chair, without talking and without the “cop” noticing. The “cop”, in their turn, has to guard the participant they are a couple with. Then the “cops” and “robbers” change places in the couples.

Activity 6: Closing the session and feedback by playing The Tree game

Objective: Interim assessment to trace the evolution of participants’ behaviour, adaptation and moods.

Facilitator instructions: Each participant is given a tree with little men (see Appendix 3). Each one of them has to choose a little person which best represents how they feel at the moment. Ask the participants to colour the little man they have chosen. All little men can be stuck on the wall and the participants can explain in brief their choice to the group.

Appendix No 3

Case studies to be printed out for the participants

Case study No 3.

Rado used to stay often at school after classes to play football in the school yard. One day a boy hit Rado during an argument among peers at school.

Questions:

1. What do you think that Rado will do? Why?
2. Can you tell what this type of action is called?
3. Does this happen in my school? Do you know anyone who has had such an experience?
4. What would I do if I were Rado? Why?

Case study No 4.

Dido is 14 years old and did not like staying alone in the class room; that is why he used to go out in the corridor or the school yard during the breaks in order to spend time with his friends from the other class. Dido's friends made him do various things, they often pushed him and plucked him by the hair or the clothes.

Questions:

1. What do you think that Dido will do? Why?
2. Can you tell what this type of action is called?
3. Does this happen in my school? Do you know anyone who has had such an experience?
4. What would I do if I were Dido? Why?

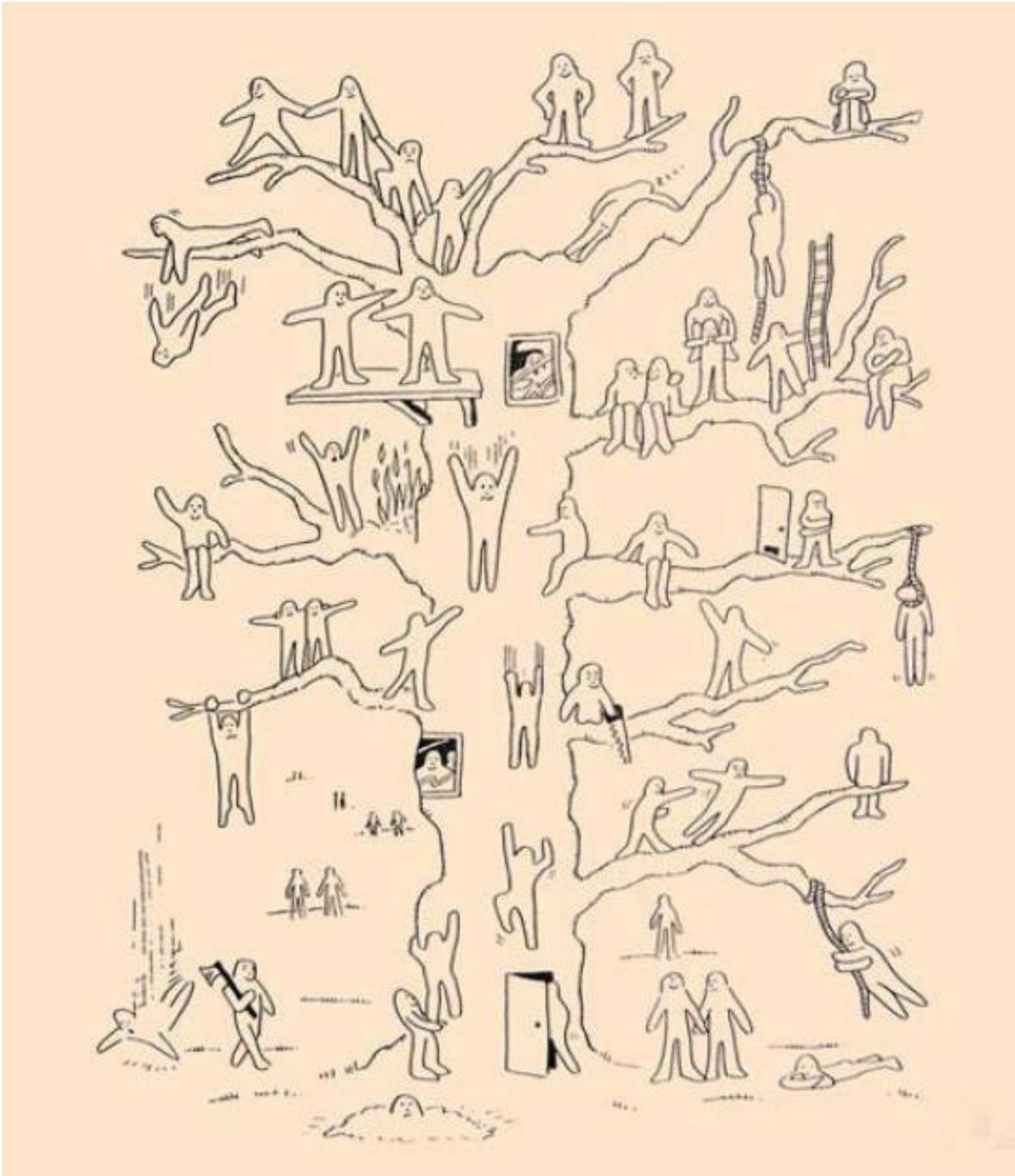
Case study No 5.

Maria was 14 years old. She is friends with children from the neighbourhood school. Often, they spend time in the school yard or in other tucked away places. One day Maria gave her watch to a friend of hers from the group to keep it for her. Maria's friends took the watch, which was a dear and valuable present; they decided to have fun and broke it to small pieces.

Questions:

1. What do you think that Maria will do? Why?
2. Can you tell what this type of action is called?
3. Does this happen in our school? Do you know any of your peers who have had such experience?
4. What would I do if I were Maria? Why?

Little men on the tree



SESSION 4.

EMOTIONAL ABUSE AND WITNESSING VIOLENCE

Objective:

Clarify and define the nature of emotional abuse: maltreatment and violence on the part of adults and peers who may be close friends/relatives. Emotional abuse – is it considered abuse? When I witness abuse, am I a victim? Feeling ashamed and guilty – how do I handle this?

Session structure

No	Activity	Duration (minutes)
1.	Session opening: Rolling back the years game	15 min.
2.	Working in small groups on case studies – presentation of the groups work, discussion and summary by the facilitator	45 min.
3.	Associations game	15 min.
4.	Closing the session and feedback by playing the Mercedes game	15 min.
	Total time	90 min.

Activity 1: Opening the session

Objective: The participants to remember the important conclusions from the previous sessions, summary, writing down the types of violence on a poster

Facilitator instructions: Each participant shares what created an impression on them during the previous sessions; has there been a situation similar to the ones presented in the case studies; have they continued thinking about something which was discussed during the sessions or was there anything which had not been touched upon. Remind them that you discussed friendship and trust. Write down on a poster the types of bad attitude (violence), discussed during the previous sessions. Those can be added to till the end of the programme.

Option 2:

Drawing exercise: „Let us draw a picture together”

Objective: Focus the work on developing trust and team spirit.

Facilitator instructions: The big group is to be divided in two or three smaller groups, depending

on the number of participants. The small group is tied with an elastic cord, they are given the topic of the drawing: jungle, outer space, etc.; the participants are given the following instruction – draw a picture together without talking to each other, use only mimics and gestures.

Discussion: The big group discuss together the drawing, the feelings of the participants due to the fact that they could not talk to each other and that they were limited to move because of the elastic cord.

Activity 2: Working on cases

Objective: Introduce the participants to the topic of domestic violence: physical violence and emotional abuse in the family. They are to be encouraged to share personal experience in similar situations.

Facilitator instructions: Participants divide in three groups, depending on their number. They work on the following cases and questions below. The case studies that need to be printed out can be found in Appendix No 4.

Case study No 6.

Tedi is 13 years old. During the long break she becomes an unwilling witness of an 11-grade boy slapping a 9-grade girl in front of the girls' toilet. This has happened before in this school.

Questions:

1. What do you think that Tedi will do? Why?
2. Can you tell what this type of action is called?
3. Do you know anyone from your school who has happened to witness such an occurrence between students at the school?
4. What would I do if I were Tedi? Why?

Case study No 7.

Tina is a teenager; she often has mood swings, she is tense, does not get along with her classmates. They do not like her either because she yells at them often and insults them. During the break, there was an argument between Tina and her classmate Emi because Emi refused to give Tina to copy her homework. Tina got angry and insulted her. This was not the first time when Tina was rude to Emi.

Questions:

1. What do you think that Emi will do in this situation and why?
2. Can you tell what this type of action is called? Do you have any ideas about why Tina acts like this? Write them down.
3. Do you know a boy or a girl who have had a similar experience?
4. Share what you would do in a similar situation.

Case study No 8.

Kosta is an 8-grade student but he is obese and has difficulties during PE classes. The PE teacher often makes comments about Kosta's weight and yells at him when he cannot cope with the workouts. The last time, in the PE class, Kosta refuses to do one of the workouts and this makes the teacher angry, who insults Kosta and is rude about his weight and clumsiness. The PE teacher has been rude before, insulting other students, who do not cope well in PE classes.

Questions:

1. What do you think that Kosta will do in this situation and why?
2. Can you tell what this type of action is called?
3. Do you know a boy or a girl who have had a similar experience at school with a teacher?
4. Share what you would do in a similar situation.

Each group nominates a leader to present the case and the discussion held. A general discussion is held by the whole group on the questions raised in the case studies.

A summary by the facilitator: what type this abuse is and the options for seeking help and alternative behaviour in such situations.

- Case study 6 describes a case of physical violence between same age students, with Tedi witnessing physical abuse. When we witness abuse against another person, we also worry about what we have seen. This constitutes a psychological abuse.
- Case study 7 presents a case of psychological (emotional) abuse by a same age student. When a peer insults us and is rude to us, this is emotional abuse.
- Case study 8 is an example of psychological (emotional) abuse by an adult – in this case, a teacher. When an adult insults or is rude to a child – this is also emotional abuse.

Activity 3: Associations Game

Objective: Develop the relationships within the group in order to facilitate the sharing among the participants. The conclusions drawn from the game to be used when working on communication: sometimes we have wrong interpretation of what another person is doing. It is not enough to observe each other – we need to also talk in order to understand each another.

Facilitator instructions: Each participant withdraws a small slip of paper with some feeling written down on it (sadness, happiness, joy, shame). Their task is to explain to the rest of the participants, without words, what is written down. The participants, in their turn, have to recognise the feeling explained.

Activity 4: Closing the session and feedback by playing the Mercedes game

Objective: Feedback on the session, checking the participants' mood, what they found useful, existing difficulties. Closing the session.

Facilitator instructions: Each participant is given a sheet of paper to draw the Mercedes logo. In the first section of the star, they answer the question: What did I like?, in the next one What caused difficulties? And in the third one What dawned on me?

Appendix No 4

Case studies hand outs

Case study No 6.

Tedi is 13 years old. During the long break she becomes an unwilling witness of an 11-grade boy slapping a 9-grade girl in front of the girls' toilet. This has happened before in this school.

Questions:

1. What do you think that Tedi will do? Why?
2. Can you tell what this type of action is called?
3. Do you know anyone from your school who has happened to witness such an occurrence between students at the school?
4. What would I do if I were Tedi? Why?

Case study No 7.

Tina is a teenager; she often has mood swings, she is tense, does not get along with her classmates. They do not like her either because she yells at them often and insults them. During the break, there was an argument between Tina and her classmate Emi because Emi refused to give Tina to copy her homework. Tina got angry and insulted her. This was not the first time when Tina was rude to Emi.

Questions:

1. What do you think that Emi will do in this situation and why?
2. Can you tell what this type of action is called? Do you have any ideas about why Tina acts like this? Write them down.
3. Do you know a boy or a girl who have had a similar experience?
4. Share what you would do in a similar situation.

Case study No 8.

Kosta is an 8-grade student but he is obese and has difficulties during PE classes. The PE teacher often makes comments about Kosta's weight and yells at him when he cannot cope with the workouts. The last time, in the PE class, Kosta refuses to do one of the workouts and this makes the teacher angry, who insults Kosta and is rude about his weight and clumsiness. The PE teacher has been rude before, insulting other students, who do not cope well in PE classes.

Questions:

1. What do you think that Kosta will do in this situation and why?
2. Can you tell what this type of action is called?
3. Do you know a boy or a girl who have had a similar experience at school with a teacher?
4. Share what you would do in a similar situation.

SESSION 5.

MY BODY AND I

Objective:

To become aware of the changes taking place in their bodies.

To make sense of what they feel about their body, their experiences and behaviour.

To introduce them to the topic of sexual culture.

To develop a skill enabling them to recognise good and bad touch.

To understand the power of pressure exerted by the others.

Session structure

No	Activity	Duration (minutes)
1.	Session opening: Assessing the participants' mood by playing the What Colour Am I game?	5 min.
2.	Individual drawing task – Life-size self-portrait: before and after; presentation and discussion	20 min.
3.	Working on case studies in two groups –presentation of the groups work, discussion and summary by the facilitator;	35 min.
4.	30 ways to stop violence game	10 min.
5.	Group task – Good and Bad Touch cartoon or role play	20 min.
6.	Closing the session and feedback by playing the What Colour Am I? Game.	5 min.
Total time		95 min.

Activity 1: Session opening

Objective: Assessing the group's mood;

Facilitator instructions: The participants are given slips of paper in the 5 basic colours, each of them having to choose the colour which best corresponds to their mood. The facilitator summarises the group's mood, the expectations from the session and explains in brief the working session's objective and programme.

Activity 2: Individual drawing task Life-size self-portrait: My body and I before and after – presentation and discussion

Objective: The participants develop skills enabling them to make sense of their changing body, its parts and functions from childhood to adolescence. Help the adolescents learn how to establish the similarities and differences between the others and themselves as a natural part of our growing up and identity. Encourage the adolescent to graphically or verbally describe

themselves and express their feelings (positive or negative) about their changing body during the adolescence period.

Facilitator instructions: Each participant is given a sheet of paper and felt tip pens with the task to draw their own body as it was when they were a kid (13 years ago) and now as a teenager (after 13 years). Ask them to divide the sheet in two and draw in both halves under headings Me – before and Me – now. After they are done, ask them to tell about themselves, about how their body looked like before and how it looks like now. The discussion is focused on the way each participant have depicted themselves and their thoughts and feelings while drawing and the end result.

You can steer the conversation and the sharing to the body changes that occur to teenagers: growth of body hair, muscles or plumpier parts in girls' bodies; development of secondary sexual characteristics. It is possible that some participants reflect the change clearly in their drawings, whereas others do not. You can start a discussion on whether we feel alright about the body change or what helps us accept it; do we like it or it still bothers us; what is it that we like least about our body change and why; is there anyone we can talk to about the change, does this help us, etc.

It is possible that the participants avoid naming their private parts because they feel uncomfortable or they may make jokes about this or use cynical words when referring to those. Help them by suggesting to call them private parts or private body area.

Activity 3: Work on a case study in two or four groups – presentation of the groups work, discussion and summary by the facilitator.

Objective: By working on the case, the participants are to distinguish between “good” and “bad” touch.

Guidance: The participants divide in two or four groups. They work on the following case studies and the questions to them. The case studies hand outs can be found in Appendix No 5.

Case study 9. The story of the girl called Mimi

Mimi is 13 years old and likes dancing. She enrolls into a dance class at her school together with her friend. Everything goes well, they make a fast and easy progress, the dance instructor is kind and gentle to them. One day he asks Mimi to come to his office and starts saying kind words to her and touching various private parts of her body. Mimi is very surprised and confused by the instructor's behaviour. She is not sure how to react.

Questions:

1. How do you think Mimi felt about what happened? Do you think that she will share this with someone? Give your reasons.
2. What do you think you would do if you were Mimi? Help Mimi take the right decision.
3. What is this type of action called according to you?
4. What do you think can be done to protect the children at your school so that they do not experience similar situations?

Case study 10. Mina's story

Mina is 13 years old but she already looks older than her age. Upper grade boys become interested in her and start saying things to her about her body. One day, a 10-grade student stops Mina at the bottom of the corridor, near the stairs, with no one around and begins talking about sexual relationship with her. Mina is confused by this behaviour on the part of the elder student. She does not know what to do.

Questions:

1. How do you think Mina felt about what happened? Do you think that she will share this with someone? Give your reasons.
2. What do you think you would do if you were Mina? Help Mina take the right decision.
3. What is this type of action called according to you?
4. What do you think can be done to protect the children at your school so that they do not experience similar situations?

Case study 11. Kosta's story

Kosta is 15 years old and is interested in the studies and sports, rock music; prefers to be friends with other boys and rarely goes out with girls. He meets Todor, 18 years old upper class student, who often accompanies Kosta to his place and asks him questions about his life and his relationships with the girls and about sex. They exchange their telephone numbers and Todor starts sending him porn videos. One day Todor offers Kosta to make sex after school and show him how it is done. Surprisingly for Kosta, Todor starts touching his private parts, talking about the arousal and how much he likes him. Kosta manages to leave.

Questions:

Questions:

1. How do you think Kosta felt about what happened? Do you think that he will share this with someone? Give your reasons.
2. What do you think you would do if you were Kosta? Help Kosta take the right decision.
3. What is this type of action called according to you?
4. What do you think can be done to protect the children at your school so that they do not experience similar situations?

Each group nominates a leader to present the case and the discussion held. A general discussion is held by the whole group on the questions raised in the case studies.

Notes to the leader:

- With relation to the type of abuse: case study 9 describes a situation of child molestation, which is forbidden by the law and is considered unacceptable behaviour of an adult to a child under

14 years of age. Case study 10 presents a situation of verbal sexual abuse of an underage girl by an elderly boy. Case study 11 describes another situation of molestation of an underage boy by an adult, exertion of pressure and attempted sexual coercion.

- Draw attention to question 4 What do you think can be done to protect the children at your school so that they do not experience similar situations?. It is related to the next game in Activity 4 where we will encourage the adolescents to think of alternatives in order to stop the abuse (see Activity 4).

Activity 4: Let's think of 30 ways to stop the abuse

Objective: The objective is to help the participants think of as many options as possible to protect the children and teenagers from inappropriate sexual behaviour towards them on the part of peers or adults on the territory of the school.

Facilitator instructions: Divide the participants in three random groups, give each group coloured little pieces of paper and pens. Give them the following instructions: Please think of 30 different ways to stop child abuse in your school. You have 5 minutes to come up with ideas and write them down on the small pieces of paper that you were given. Please write down each idea on a different piece of a paper. Encourage the participants to think of all sorts of options and even of strange ideas. Give each group 5 minutes to read them out and stick them on a big poster. Finally, count all the different ideas, taking into account that there might be identical ones. This will be the group's score. You can spend 5 more minutes to divide the ideas in two columns: useful and practicable ones in the first column; harmful and impossible ones in the second column.

Notes to the facilitator:

Prepare in advance small pieces of paper and pens required for the game, as well as a big poster to stick all the pieces of paper.

Activity 5: Option 1.

Group task:

Making a cartoon about the "good" and "bad" touch.

Objective:

To develop the confidence that their bodies belong to them and them only; to develop the ability to say no to unpleasant contacts and to assess their actions in particular situations. To develop a skill to distinguish between the good and bad touch.

Facilitator instructions:

Divide the participants in small groups of 3-4 participants and ask them to make a cartoon for teenagers, presenting a good and bad touch. Task them to make a drawing of 2-3 pleasant and 2-3

unpleasant touches. If they find it difficult, you can show the small groups a copy of the My Body and I book and let them go through it and then draw their own cartoons with dialogue bubbles.

The discussion is to focus on the refusal to share their body when they do not want to as well as on finding the right words to oppose the unpleasant contacts. Discuss with the young people the difficulty to talk about the unpleasant contacts, the reasons for this and help them draft model conversations, which could be of use in similar situations, involving pressure and unwanted touching.

Facilitate the discussion and the sharing by encouraging the participants to share, refrain from criticizing or commenting other people's opinion; to talk about themselves or how they see things. What is important is to establish rapport and trusting environment in the group.

Notes to the facilitator:

Use the following materials: It's MY body by Lory Freeman.

Option 2 – role play and discussion

Objective: Develop skills to refuse unpleasant contacts and assess their actions in particular situations. To develop a skill to distinguish between the good and bad touch.

Guidance: Divide the participants in small groups of three and give them copies of the It's MY Body book. Ask them to distribute the roles of a parent (mother or father), the child – 5-6 years old and an observer. Ask the parent to present the book to their child and to talk with him/her about the good and bad touch. The observer makes notes about how the role play develops – what is hard and what is easy. Then ask them to alternate.

Have a general discussion in the big group with all participants about what they observed was easy or difficult. Ask them to share how they felt in each role and why; how this exercise helped them learn something new or get to understand better. Discuss also how and when they have spoken about these things with their parents: intimacy, permitted and inadmissible touching. What would they recommend: what is the appropriate way of discussing the topic of intimacy with adolescents?

Notes to the facilitator:

Use the following materials: It's MY body by Lory Freeman

Activity 6: Closing the session and feedback by playing the game
What are the useful things for me in this meetings?

Objective:

Feedback on the session; check the participants' mood, what they found useful, existing difficulties. Closing the session.

Guidance:

The adolescents are given the same coloured pieces of paper as in the beginning of the session, with everyone choosing a colour, which best corresponds to their mood. Then ask them to write down on the piece of paper what they found useful about this meeting and the work with the group. The facilitator summarises the group's mood at the end of the session and compares it to the initial mood.

Appendix No 5

Case study 9. The story of the girl called Mimi

Mimi is 13 years old and likes dancing. She enrolls into a dance class at her school together with her friend. Everything goes well, they make a fast and easy progress, the dance instructor is kind and gentle to them. One day he asks Mimi to come to his office and starts saying kind words to her and touching various private parts of her body. Mimi is very surprised and confused by the instructor's behaviour. She is not sure how to react.

Questions:

1. How do you think Mimi felt about what happened? Do you think that she will share this with someone? Give your reasons.
2. What do you think you would do if you were Mimi? Help Mimi take the right decision.
3. What is this type of action called according to you?
4. What do you think can be done to protect the children at your school so that they do not experience similar situations?

Case study 10. Mina's story

Mina is 13 years old but she already looks older than her age. Upper grade boys become interested in her and start saying things to her about her body. One day, a 10-grade student stops Mina at the bottom of the corridor, near the stairs, with no one around and begins talking about sexual relationship with her. Mina is confused by this behaviour on the part of the elder student. She does not know what to do.

Questions:

1. How do you think Mina felt about what happened? Do you think that she will share this with someone? Give your reasons.
2. What do you think you would do if you were Mina? Help Mina take the right decision.
3. What is this type of action called according to you?
4. What do you think can be done to protect the children at your school so that they do not experience similar situations?

Case study 11. Kosta's story

Kosta is 15 years old and is interested in the studies and sports, rock music; prefers to be friends with other boys and rarely goes out with girls. He meets Todor, 18 years old upper class student, who often accompanies Kosta to his place and asks him questions about his life and his relationships with the girls and about sex. They exchange their telephone numbers and Todor starts sending him porn videos. One day Todor offers Kosta to make sex after school and show him how it is done. Surprisingly for Kosta, Todor starts touching his private parts, talking about the arousal and how much he likes him. Kosta manages to leave.

Questions:

1. How do you think Kosta felt about what happened? Do you think that he will share this with someone? Give your reasons.
2. What do you think you would do if you were Kosta? Help Kosta take the right decision.
3. What is this type of action called according to you?
4. What do you think can be done to protect the children at your school so that they do not experience similar situations?

SESSION 6.

INTIMACY AND SEXUALITY – APPROPRIATE AND INAPPROPRIATE BEHAVIOUR

Objective:

Introduce the participants to the topic of sexual culture and develop skills to differentiate between the concepts of love, intimacy, sex, sexuality.

Provide information to the adolescents with the purpose of enhancing their culture and creating skills enabling them to identify and protect themselves from sexual abuse.

Session structure

No	Activity	Duration (minutes)
1.	Session opening: Rolling back the years game	5 min.
2.	Game Changing the places based on a common characteristic	10 min.
3.	Working on a case study in two groups – presentation of the group work; discussion and summary by the facilitator;	35 min.
4.	Help for Toshko and Vera game	35 min.
5.	Closing the session by playing the Impulse game	5 min.
	Total time	90 min.

Activity I: Session opening

Objective: The participants to remember the important conclusions from the previous sessions, summary, writing down the types of violence on posters.

Facilitator instructions: Each participant shares what created an impression on them during the previous sessions; has there been a situation similar to the ones presented in the case studies; have they continued thinking about something which was discussed during the sessions or was there anything which had not been touched upon.

The types of violence that the participants have discussed during the previous sessions are written down on a poster. Those can be added to till the end of the programme.

Note to the facilitator:

Keep the poster because you will need it during the final concluding session.

Activity 2: Game Changing the places based on a common characteristic

Objective: Game focused on group dynamics.

Facilitator instructions: The group participants make a circle. One of them stands in the middle with no chair. He gives an instruction to the others: "Everyone who(for e.g. wear black shoes, glasses, have black hair, etc.), swap their places." Everyone meeting this common criterion have to swap their places. The participant, who fails to sit on a chair, sets the next common characteristic.

Activity 3: Working on a case study in two groups

Objective: Introduce the adolescents to the topic of sexual culture.

Develop skills to differentiate between the concepts of love, intimacy, sex and sexuality.

Provide information to the participants with the purpose of enhancing their culture and creating skills enabling them to identify abuse and prevent sexual abuse.

Facilitator instructions: The participants split up into two or four groups, depending on their number. They work on the following case studies and the questions to those. Give them the case studies hand outs from Appendix No 6.

Case study 12. The story of the boy named Toshko

Toshko is 14 years old and is very sociable but has a developmental delay because of an illness. He liked having a walk on his own after school in the neighbourhood, not far away from the school yard. One afternoon, elder boys from his school invited him to a garage to see a special camera. Toshko had the chance to hold it and even make a photo with it. Then the boys made him take his clothes off and took photos of him naked. Toshko was so confused that he did not know how to react. He felt very ashamed and humiliated. The boys threatened him not to say to anyone otherwise the whole school would see his naked photos.

Questions:

1. How do you think Toshko felt about what happened? Do you think that he will share this with someone? Give your reasons.
2. What is this type of action of the elderly boys from Toshko's school called according to you?
3. Do you feel safe in your school and the area around it? Give your reasons about why you think so.

Case study 13. Vera's story

Vera is 15 years old, she is studious and does very well at school. One day she tells her friend Mimi that a classmate of hers from the same school, who she often goes out with, asked her to make a certain kind of photos of herself and give them to him. She did it but he did not like the photos and gave her instructions how and which parts of her body to make new photos of. The photos show various parts of her body and her private parts. The photos can be described as indecent. She tells her friend about this because the boy continues asking for more photos and has started threatening her. Vera asks her friend not to tell anyone because this is a secret. Vera is determined not to bother anyone with her problems and is certain that she will find a way to cope on her own. Mimi cares very much about her friend Vera.

Questions:

1. What do you think Vera's friend Mimi will do and why?
2. If you were Vera's friend Mimi, what would you do in this situation, why? Give reasons.
3. What is the action of Vera's classmate called?
4. Do you know people who have been in a similar situation? Give an example.
5. What do you think about Mimi and Vera's friendship? Why?

Each group nominates a leader to present the case and the discussion held. A general discussion is held by the whole group on the questions raised in the case studies.

A summary by the facilitator (conclusions from the case studies):

On case study 12:

- The boys' deed is considered an offence under the law. Such kind of photographs are forbidden and are punishable. Remember that Toshko is a young boy with delayed development, which makes him even more vulnerable and helpless. Therefore, under the law, if someone takes advantage of an ill and weak person, such behaviour is considered more grave and harmful.
- Very often in such situations, we feel ashamed, embarrassed and confused. We do not expect people to treat us like this. Sometimes we think that it is our fault that they do this to us and this makes us feel even worse. It is possible that they threaten us in order to keep the secret about what happened, just as the boys threatened Toshko. This may scare you even more; make you feel more afraid and confused. This is exactly how Toshko felt and this is why it is important to tell what happened to an adult whom you fully trust.
- You have to be aware that the actions of the elder boys, who met Toshko, are considered an offence against children and are more severely punished. No one can make us take our clothes off and make photos of our body parts, especially when we are children or adolescents, still underage.

On case study 13:

- What this boy did is considered an offence by the law and is punishable. This situation involves many confused ideas and relationships of friendship, intimacy and trust. Very often, young people hurt each other by betraying the trust they had in their relationships and abuse the intimacy they have.
- If we happen to be involved in such a situation, it is possible to feel ashamed, embarrassed and afraid to talk about this with adults and people who we trust. Very often we seek the advice of friends, who are our age and have no much life experience. Therefore, it is likely that they are unable to give us right and good advice.
- Remember: It is important to seek advice because this is how we will protect ourselves and even other children and young people from such actions!

Activity 4: Role play “Helping Toshko and Vera”

Objective: The purpose of the game is to give an opportunity to the adolescents to repeat what they have learnt and to develop their skills for seeking help and reacting in situations, involving violence against them at school or in the vicinity of the school.

Facilitator instructions: Divide the participants in two groups. Ask them to give quick answers to the questions: “If Toshko or Vera ask you for help, what would you recommend him/her to do?” Write down their answers without making comments. Summarise what they said. Propose to the participants to act out some of the options for helping Toshko and Vera. Write down instructions on 4 pieces of paper prepared in advance. Give 2 of the slips of paper with instructions to group one, working on Toshko’s case and 2 slips of paper for group two, working on Vera’s case.

Instructions for group one:

- 1) Act out a conversation between Toshko and his parent, when Toshko will share what has happened to him.
- 2) Act out a conversation between Toshko and one of his best friends to whom he shares what had happened to him.

Instructions for group two:

- 1) Act out a conversation between Vera and her friend Mimi, where Mimi helps Vera seek advice from a trusted adult about what to do in this situation.
- 2) Act out a conversation between Vera and 112 emergency line operators, whom Vera phones to seek advice what to do.

Notes to the facilitator:

If the participants think of another interesting situation, you can add it to the ones listed above or replace some of them with the ones proposed by the participants. Give instructions to the participants in the role play who will act out the situation.

Activity 5: Closing the session by playing the Impulse game

Objective: The game is about releasing tension and relaxing at the end of the session. Closing the session.

Facilitator instructions: All participants stand up and hold each other's hands in a circle. One of the leaders gives a sign without the rest of the group noticing. He/she squeezes the hand of the person next to him/her. He/she does the same with the next person and so on until the sign reaches the person who started. The signs can be squeezes resembling the Morse Code: three slow squeezes, two quick ones and one slow, etc. The sign making is repeated until it becomes smooth but not more than 4-5 times.

Appendix No 6

Case studies for printing out

Case study 12. The story of the boy named Toshko

Toshko is 14 years old and is very sociable but has a developmental delay because of an illness. He liked having a walk on his own after school in the neighbourhood, not far away from the school yard. One afternoon, elder boys from his school invited him to a garage to see a special camera. Toshko had the chance to hold it and even make a photo with it. Then the boys made him take his clothes off and took photos of him naked. Toshko was so confused that he did not know how to react. He felt very ashamed and humiliated. The boys threatened him not to say to anyone otherwise the whole school would see his naked photos.

Questions:

1. How do you think Toshko felt about what happened? Do you think that he will share this with someone? Give your reasons.
2. What is this type of action of the elderly boys from Toshko's school called according to you?
3. Do you feel safe in your school and the area around it? Give your reasons about why you think so.

Case study 13. Vera's story

Vera is 15 years old, she is studious and does very well at school. One day she tells her friend Mimi that a classmate of hers from the same school, who she often goes out with, asked her to make a certain kind of photos of herself and give them to him. She did it but he did not like the photos and gave her instructions how and which parts of her body to make new photos of. The photos show various parts of her body and her private parts. The photos can be described as indecent. She tells her friend about this because the boy continues asking for more photos and has started threatening her. Vera asks her friend not to tell anyone because this is a secret. Vera is determined not to bother anyone with her problems and is certain that she will find a way to cope on her own. Mimi cares very much about her friend Vera.

Questions:

1. What do you think Vera's friend will do and why?
2. If you were Vera's friend Mimi, what would you do in this situation, why? Give reasons.
3. What is the action of Vera's classmate called?
4. Do you know people who have been in a similar situation? Give an example.
5. What do you think about Mimi and Vera's friendship? Why?

SESSION 7.

INTIMACY AND SEXUALITY – ABUSING TEENAGERS' SEXUALITY

Objective:

Develop skills to identify sexual abuse by raising adolescents' awareness and gain knowledge about the difference between the concepts of love, intimacy, sex, sexuality.

Session structure

No	Activity	Duration (minutes)
1.	Session opening: Rolling back the years game	5 min.
2.	Find Your Lookalike game	10 min.
3.	Working on case studies in two groups	40 min.
4.	A Letter to Myself game	35 min
5.	Closing the session with feedback	5 min.
	Total time	90 min.

Activity I: Session opening

Objective:

Participants to remember the important conclusions from the previous sessions.

Facilitator instructions:

Each participant shares what created an impression on them during the previous sessions; has there been a situation similar to the ones presented in the case studies; have they continued thinking about something which was discussed during the sessions or was there anything which had not been touched upon. Write down on a poster the main types of violence or topics, which were discussed during the previous sessions. Those can be added to till the end of the programme.

Notes to the facilitator:

Keep the poster because you will need it during the final concluding session.

Activity 2: Find Your Lookalike game

Objective:

The game is about group dynamics

Facilitator instructions:

Prepare pairs of slips of paper with the names of film or literary celebrities, or historical figures. For example: 1) Othello 2) Desdemona; 3) Romeo; 4) Juliette; 5) Brad Pitt; 6) Angelina Jolie; 7) Charlie Chaplin ; 8) Shrek, 9) Fiona; 10) Cinderella ; 11) Puss in Boots; 12) 007; 13) Jackie Chan; 14) Zorro; 15) Sleeping Beauty, etc.

Choose an even number of characters depending on the number of participants in the group and write the name of one of the characters twice – for e.g. write down Zorro on two slips of paper so that when the participants withdraw, two of them will be Zorro. Their task will be to find each other without talking, using only sounds or mimics and gestures to present their character and to find their twin who has the same character on their slip of paper.

Activity 3: Working on case studies in two groups

Objective:

Develop skills to identify the types of sexual abuse and skills to prevent sexual violence and abuse.

Facilitator instructions:

The participants divide in three groups, depending on their number. They work on the following case studies and the questions to them. Give the group the case studies hand outs from Appendix 7.

Case study 14. Lucy's story

Lucy is 17 years old. She lives with her mother and grandmother. One day she tells a classmate of hers, who is a close friend, that she received money and presents from a man after she had sex with him.

Questions:

1. What do you think made Lucy do this?
2. If you were Lucy's friend, what would you do and why?
3. When a man does such a thing, what is this called?
4. What do you think can help Lucy so that she does not turn out to be in a similar situation again?

Case study 15. Ana's story

Ana is 15 years old. She does not have many friends at school. Ana is of a different ethnic origin and this makes her feel different from the other students. Ana has not been to school for two weeks already since she met a classmate of hers by accident, who told her that she had dropped school and lives with an adult man as his wife.

Questions:

1. What do you think made Ana do this?
2. If you were Ana's classmate, what would you do and why?
3. What is it called when a man starts living with a girl under 16?
4. Do you think that Ana is old enough to make such a decision on her own? Why?

Case study 16. Sasho's story

Sasho is 15 years old and comes from a small village. He comes to study in a big city and lives in a dormitory. He often feels lonely. Someone he knows, 18 years old, living in the same dormitory, invites him often to go out and talks to him about luxury life. Sasho is shy and seems to be leading a poor life. One day his acquaintance offers him a job to earn some money. Sasho realises that the offer involves sexual services against payment. Sasho decides that he will talk about this with his best friend.

Questions:

1. How do you think Sasho felt about this? Why?
2. If you were Sasho's best friend, what would you advise him? Why?
3. What is the deed of Sasho's acquaintance called?
4. What do you think about Sasho's decision to talk with a friend about the situation he has been involved in? Why?
5. Do you know any other young people who have been in a similar situation?

Each group nominates a leader to present the case and the discussion held. A general discussion is held by the whole group on the questions raised in the case studies.

A summary by the facilitator (conclusions from the case studies):

On case study 14:

- Lucy's case reveals that she has become a victim of sexual abuse. The law prohibits such sexual acts whereby children and adolescents below 18 engage in sexual acts with the purpose of obtaining material benefits.

- In fact, the adult man who offered Lucy to engage in sexual activities in return for presents and money, commits an offence. Young boys and girls often do not realize that they become a subject of sexual intentions which constitutes an offence under the law. The adults, who offer money and presents to the young people in exchange for sex, often come across as very kind, demonstrate luxury and their behaviour is captivating.
- Adolescents are about to become adults, however, they still have no sufficient life experience in order to distinguish between the genuine and the false, therefore they can mistake hypocrisy for genuine care, attention, interest, hence they might fail to identify abuse straight away. When someone takes advantage of a person under 18 for the purposes of sexual activities by offering them presents, promises and money, the law considers this a graver and harmful behaviour.
- When love and intimacy involve respect for human dignity, when there is genuine love based on mutual attraction, relationships are normally based on trust, sincerity, honesty, patience, equality, free will, mutual desire, freedom to refuse until one feels ready as well as the right to choose when it comes to intimacy without pressure, seduction, manipulation and control.

On case study 15:

- Ana's story also describes a type of abuse. The law prohibits young people under 16 to enter into intimate relationships with the purpose of marriage and co-habitation since at that age adolescents are not sufficiently mature and experienced to make such an important decision.
- Apart from this, people also confuse sexual and physical maturity with emotional maturity. The decision to enter into co-habitation or marital relationship should be taken without pressure, manipulation, in no hurry and not because of cultural traditions or customs. This is a decision that requires conscious choice and certain maturity.
- There can be many reasons for a young girl to choose to take such a step: cultural, social, emotional and some personal trait, early pregnancy, economic reasons, etc. Since it is very likely that a girl would make such a choice under pressure or without giving it much thought or consideration for the needs of personality development, the law prohibits such a practice.
- It is important that adolescents are aware that the period before they turn 16 is the time to actively develop their personality and build their future. This is the time when it is good for them to focus efforts on investing in their personal development and social inclusion through education and gaining knowledge and skills.

On case study 16:

- Sasho's story also describes a type of sexual abuse. The law prohibits inciting underage children and adolescents to engage in sexual activity with third persons or to be used for sexual gratification of third persons who pay for using the bodies of the under 18 adolescent boys and girls.
- Sasho's story is very similar to Ana's. It is important that adolescents are aware that there are people who would take advantage of young people's sexuality for obtaining personal benefit

but this may not be immediately clear. Such concern about the adolescent's material welfare is often motivated by self-interest and the adolescent is not treated as a dignified and unique human being but as a source of obtaining personal benefit.

- Be aware that the behaviour of Sasho's acquaintance is considered procuring since he incites Sasho to engage in sexual activity with third persons. This is punishable by the law. People who incite sexual activity are often friendly, kind and they may be even concerned about the person. This may be confusing in terms of our values and beliefs as well as to mislead us as to what their true intentions are. Practice reveals that procurers or the persons inciting adolescents and young people to engage in sexual activities with third persons resort to various behavioural patterns. Some are aggressive and violent, they use compulsion, force and threat but others may use seduction, involving care, kind treatment and making the person feel special. This is another type of violence and abuse whereby the victim is unaware that they are being influenced. You can recognize them by the fact that they start commenting and prying into your sexual life in an unpleasant manner. You may be unwilling or uncomfortable to discuss this with them but they may not seem to care.
- Due to the hormonal changes and the body growth during adolescence, young people come to discover their sexuality and can be also sexually active, seeking sexual experiences, sexual pleasure as well as frequently falling in love. However, this makes them more vulnerable. This is why it is important for them to be able to share and discuss the issues related to intimacy, sexuality and love not only with same age friends but also with mature and well-meaning adults, who respect them and take into consideration the adolescent's best interest. This is a principle embedded in the Convention on the Rights of the Child and is a commitment of all adults working with children.
- Take special notice of the fact that Sasho decides to talk about what has happened with his friend. This is a very good decision and it is important to be able to discuss difficult situations with the people from our environment whom we trust. This will protect us to a certain extent from hasty decisions or from someone gaining control or abusing us and our personality. Of course, it is important to seek the advice of people, not only our peers but also experienced and well-intentioned ones. These can be significant adults, who support us in important moments. The presence of such significant adults in our life is a resilience factor.

Activity 4: Letter to Myself game – individual work and then in small groups to draft a group letter.

Objective: The Letter to Myself game aims to help adolescents put into practice the new knowledge they have acquired and express it in an appropriate for them manner, as well as to practice what they learnt from the case studies and the discussion.

Facilitator instructions: The game is divided in two parts. First, ask each of the participants to work individually for about 5-7 minutes and to try and write a letter to themselves. The idea is to address him/herself in this letter and provide a few important pieces of advice to him/herself about

his/her life and the relationships with the people from their environment in the field of intimate and sexual relations and love. Ask them to write the letter on small slips of paper. Then divide the participants in two or three small groups and let each one of them share what they have written to themselves. Let them exchange ideas and then write a Group Letter to the Adolescents, which is to include joint messages. The group letter may begin with: "Dear Adolescents or Teenagers, joining the life of adults, accept the advice of the old dogs who have lived before your time... Be careful about...; Always be...; Never...". Use these phrases as main points for the group letter. Of course, you may choose not to take those into account and to think of a different structure.

Give each group the opportunity to present their work. Discuss the group letters and what they would like to do with them.

Activity 5: Closing the session

Objective:

Obtain feedback from the group. Close the session.

Facilitator instructions:

The facilitator summarises what has been done during the session and then gives the floor to each participant to say "What was new and which of the things we did today gave me food for thought?" Check what the mood of the group is by asking each participant to describe it with a word.

Appendix No 7

Case studies for printing.

Case study 14. Lucy's story

Lucy is 17 years old. She lives with her mother and grandmother. One day she tells a classmate of hers, who is a close friend, that she received money and presents from a man after she had sex with him.

Questions:

1. What do you think made Lucy do this?
2. If you were Lucy's friend, what would you do and why?
3. When a man does such a thing, what is this called?
4. What do you think can help Lucy so that she does not turn out to be in a similar situation again?

Case study 15. Ana's story

Ana is 15 years old. She does not have many friends at school. Ana is of a different ethnic origin and this makes her feel different from the other students. Ana has not been to school for two weeks already since she met a classmate of hers by accident, who told her that she had dropped school and lives with an adult man as his wife.

Questions:

1. What do you think made Ana do this?
2. If you were Ana's classmate, what would you do and why?
3. What is it called when a man starts living with a girl under 16?
4. Do you think that Ana is old enough to make such a decision on her own? Why?

Case study 16. Sasho's story

Sasho is 15 years old and comes from a small village. He comes to study in a big city and lives in a dormitory. He often feels lonely. Someone he knows, 18 years old, living in the same dormitory, invites him often to go out and talks to him about luxury life. Sasho is shy and seems to be leading a poor life. One day his acquaintance offers him a job to earn some money. Sasho realises that the offer involves sexual services against payment. Sasho decides that he will talk about this with his best friend.

Questions:

1. How do you think Sasho felt about this? Why?
2. If you were Sasho's best friend, what would you advise him? Why?
3. What is the deed of Sasho's acquaintance called?
4. What do you think about Sasho's decision to talk with a friend about the situation he has been involved in? Why?
5. Do you know any other young people who have been in a similar situation?

SESSION 8.

INTERNET SAFETY – IS THIS POSSIBLE?

Objective:

Make adolescents aware of the main risks they can be faced with in internet as well as develop skills to protect themselves from physical abuse as a result of establishing contacts with strangers on the Internet.

Session structure

No	Activity	Duration (minutes)
1.	Session opening: Collage on the topic of Internet	20 min.
2.	Working on a case study in two groups	25 min.
3.	Presentation by the facilitator on Safe Internet	10 min.
4.	Owner of an Internet Club game	20 min.
5.	Closing the session and feedback by playing Elephant, Rabbit, Palm Tree? Game	5 min.
6.	End of group work	10 min.
	Total time	90 min.

Activity 1: Session opening

Objective: Prepare the participants and examine their attitudes to the topic for discussion.

Facilitator instructions: The participants are given the theme of the collage – Internet. Their task is to use cut out photos and letters, phrases to present their interpretation of what friendship means to them. They stick the photos on a sheet of paper. They can use felt tip pens to draw and finalise the collage they have made. After the teams complete their collages, they present them to the big group. This is followed by a discussion on the topic of Internet, giving an opportunity to the participants to share feelings and attitudes in a non-provocative manner.

Activity 2: Group work on a case study

Objective: Provide information to the participants with the purpose of enhancing their culture and creating skills enabling them to identify potential abuses, they might fall victims of in Internet.

Facilitator instructions: The participants divide in two or four groups, depending on their number. They work on the following case study and the questions to it. Give them the case studies hand outs from Appendix No 9.

Case study 17. Lilly's story

Lilly is 13 years old but she has registered an account in Facebook as a 16-years old girl. She likes making contacts in the Internet. One day she receives an invitation to chat with Pesho and this is how they met in the Internet. He told her that he was the same age and wanted to have a girlfriend. Later on it turned out that he was much older and wanted to meet her with the intention to have intimate relations.

Questions:

1. Do you think that Lilly will go to this meeting – yes, why; no, why? Give your reasons.
2. Do you know any boy or girl who have had similar experience? Give an example.
3. Have you experienced a similar or another unpleasant situation in the Internet; what did you do and why?
4. What do you think this type of action is called? And Lilly's?
5. What advice would you give to Lilly?

Case study 18. Dido's story

Dido is 15 years old. He likes having fun. Often changes his circle of friends and wants to meet new people. He likes parties involving alcohol and girls. This is how he met Kiro, 25 years old, at a party. Once Dido went to a party with Kiro and friends of Kiro's. After the party Dido finds out that they mixed amphetamines during the party and then Dido does not remember what happened. He understands that they had a great time and he crossed the line. A month later, Dido comes across a pornographic video in the Internet where he sees himself and other people present at the party. Dido is confused.

Questions:

1. What do you think that Dido will do? Why? Why do you think he is confused?
2. Do you know a boy or a girl who have had a similar experience? Give an example.
3. Have you been in a similar situation or other unpleasant situation involving internet? What did you do and why?
4. What is this type of action called according to you?
5. What advice would you give to Dido?

Each group nominates a leader to present the case and the discussion held. A general discussion is held by the whole group on the questions raised in the case studies.

Notes to the facilitator, concerning the holding of the general discussion:

On case study I7:

- What the man from the internet did is called “grooming”, i.e. inciting via internet to engage in illegal activity with children. Adults are prohibited from inciting children and adolescents to engage in sexual activity; generally, the law forbids people to be lured into love games or other sexual activities in exchange for money or other presents.
- Hold the discussion about ethics of internet messages: the offensive language and messages on the internet, which children, normally from the same class and school, use against each other.
- Steer the discussion to the way adolescents perceive other people in the internet and how they communicate with them.
- Steer the discussion to trust and sharing between adolescents and the parent if they feel threatened by something.
- Talk about telephone harassment at school: sending offensive messages; photos, etc.

On case study I8:

- This case study describes many activities, punishable by the law and involving young people under 18. When someone has incited an adolescent, Dido (15 years old) in this case, to engage in sexual activities while under the influence of alcohol and then to take part in a video and finally upload it to the Internet, this is considered a crime. Whoever did this, it is considered circulation of pornography and is penalised by the law as a crime.
- Dido is underage and this further aggravates the deeds committed against him. Apart from this, having in mind that Dido was under the influence of drugs and alcohol, and even if he had given his consent to engage in the sexual act and the shooting of the video, this consent has no value from a legal point of view.
- The law prohibits drug use and in addition the use of alcohol by underage youth. In this situation Dido may feel uncomfortable to share what happened to him with his parents because of the use of drugs and alcohol.
- Very often in such situations, adolescents do not seek help because they are embarrassed and feel guilty about what happened. They may be angry with themselves. In such situations, adolescents should be clear that their trust, body and personality have been abused. It is important to seek help and advice.

Activity 3: Presentation of the facilitator on Internet safety

Objective:

Make children aware of the main threats in the Internet; to be able to identify possible abuse by a classmate as well as learn about safe internet behaviour.

Facilitator instructions:

See the material for the facilitator in Appendix No 8.

You can find additional materials in “Guidebook for Parents – 10 myths about the frightening internet”, published by the Parents Association.

Activity 4: Internet Club Owner game

Objective:

Enhance adolescents’ abilities to help each other and practice useful advice about safe internet.

Facilitator instructions:

Divide the participants into random groups of three-four people. Tell them to imagine that they are owners of an internet club visited by teenagers. Lilly goes there too. Ask them to draft internet usage rules for the club visitors. Lilly will also be able to read them. The rules can explain what the internet users should do and what to be careful about when using the Internet. Let them decorate the rules then and present them to the group. Urge them to draft short rules, consisting of 2-3 pieces of advice to the adolescents. Time allocated: 10 min. for drafting the rules and 10 more minutes to present them to the group.

Activity 5: Closing the session by playing the Elephant, Rabbit, Palm Tree game

Objective: Improve the team work and communication among group members. Practice concentration and staying focused. It can be used for relaxation and cheering up the group.

Facilitator instructions:

The participants engaged in the game make a circle; one of the participants is chosen to stand in the middle. His task is to point a participant from the circle and tell them how to act:

- **PALM TREE:** the participant selected puts their hands above their head to make a house roof and the players to their right and left make wavelike motions with their hands, imitating palm tree leaves.
- **RABBIT:** the participant selected uses their fingers to show the rabbit’s whiskers and the players to their right and left show bunny ears with two fingers.
- **ELEPHANT:** the participant selected imitates the elephant’s trunk the players to their right and left make the elephant’s ears by putting a semicircle close to the head of the participant in the middle of the circle.

Explain to the participants that:

- 1) they have to try and act as fast as possible.
- 2) the first one of the three group members to make a mistake or is the last one to react to the task given, goes into the middle. Once in the middle of the circle, they point the next player who is to imitate.

3) explain the game rules to the participants facing them so that everyone can see the facilitator.

Activity 6: Closing the session

Objective:

Close the session by giving time for short feedback.

Facilitator instructions:

Give each participant a white sheet of paper. Ask them to stick it to their backs and then each of them write a wish or message on the other participants' sheet of paper. Give them time to have a look at the messages and say how they felt while working in this group. The facilitators also write a message to the group participants. Check the mood in the group.

Appendix No 8

Material for the facilitator

Main threats

The worst that can happen to a child in the internet is physical abuse. Fortunately, this happens very rarely but the harm is serious. The child has to be made aware of this risk and to be warned never to give out personal information: name, telephone number, address, school name. They need to know that some people may pretend to be someone else.

It is more likely to “bump” into aggressive people in some chat room or forum, to “hear” offensive language and “witness” hooligan behaviour. Very often this is the behaviour of other underage children. They should not feel uncomfortable to share and ask you for advice.

They will inevitably come across sexual, pornographic and abuse materials. This makes it necessary to have the conversations on these delicate topics slightly earlier than it used to be done before. The perceptions of love and sex need to be firmly linked in the mind before pornography associates them with aggressive, brutal, vulgar and other repulsive and confusing for the child behavioural patterns. In case you come across advertisements of alcohol and cigarettes which are deliberately targeted at children, you may and have to make a complaint.

Safety rules

Parents and teachers have to talk with the child about the possible problems existing online. And while control is tighter at school, for understandable reasons, the situation at home is different. Parents need to spend more time with their child in front of the computer. The child needs to be given an opportunity to show their favourite websites in the net.

The home computer should not be left in the child’s bedroom. It is better to be placed where parents have direct visual control.

Parents need to be familiar with the safety software solutions available, applicable also to children websites, without relying 100 percent on them.

Parents and children should set up together the e-mail accounts and subscriptions to various websites and fora, visited by their children. Thus parents will know where their children browse, they will be able to control their personal data and to know their passwords in order to check their mail from time to time.

Important to know: children need to be familiarised with useful websites and programmes. They need to be aware that chat rooms do not mean everything. Thus the child will have greater trust and respect for the parents’ and teachers’ knowledge. It should be clear that the child is not responsible for the mails sent to their mailbox, the content available on the internet and the behaviour of the people there. The child needs to be taught the right attitude and reaction – not one of shame and horror but of balanced and conscious choice to ignore and avoid.

A few simple rules, which the child needs to observe and to be aware that they will keep them safe:

- never accept an offline meeting with a person they became acquainted with online without the parent's permission. When meeting for the first time, they need to make sure they bring their parent with them or another close adult.
- never post their photos, not give out their name, address, school name or telephone number.
- never open files coming from unknown sources.
- never answer to e-mails or messages with sexual, aggressive, vulgar, offensive content.
- always remember that everything they read on the internet, may be a lie.
- always go to their parents whenever something or someone on the internet bothers them.

Appendix No 9

Case studies for the participants

Case study 17. Lilly's story

Lilly is 13 years old but she has registered an account in Facebook as a 16-years old girl. She likes making contacts in Internet. One day she receives an invitation to chat with Pesho and this is how they met in the Internet. He told her that he was the same age and wanted to have a girlfriend. Later on it turned out that he was much older and wanted to meet her with the intention to have intimate relations.

Questions:

1. Do you think that Lilly will go to this meeting – yes, why; no, why? Give your reasons.
2. Do you know any boy or girl who have had similar experience? Give an example.
3. Have you experienced a similar or another unpleasant situation in the Internet; what did you do and why?
4. What do you think this type of action is called? And Lilly's?
5. What advice would you give to Lilly?

Case study 18. Dido's story

Dido is 15 years old. He likes having fun. Often changes his circle of friends and wants to meet new people. He likes parties involving alcohol and girls. This is how he met Kiro, 25 years old, at a party. Once Dido went to a party with Kiro and friends of Kiro's. After the party Dido finds out that they mixed amphetamines during the party and then Dido does not remember what happened. He understands that they had a great time and he crossed the line. A month later, Dido comes across a pornographic video in the Internet where he sees himself and other people present at the party. Dido is confused.

Questions:

1. What do you think that Dido will do? Why? Why do you think he is confused?
2. Do you know a boy or a girl who have had a similar experience? Give an example.
3. Have you been in a similar situation or other unpleasant situation involving the Internet? What did you do and why?
4. What is this type of action called according to you?
5. What advice would you give to Dido?

SESSION 9.

TIME TO INVEST – CONCLUDING SESSION

Objective:

Conclude the group work and summarise the experience of all participants. The purpose of the session is generally to switch the group off working mode, to allocate time for the group and facilitator to part; have a little party, participants to share their desires for the future and their outlook.

Session structure

No	Activity	Duration (minutes)
1.	Session opening: Airport game	15 min.
2.	Review the poster with the types of violence written down on it and add to it. Work on a case study (acting out) in three groups, discussion and feedback by roles;	10 min.
3.	Investor game	35 min.
4.	Group closing game	15 min.
5.	Closing the session and having a small party	15 min.
	Total time	90 min.

Activity 1: Session opening

Objective: Building trust among group participants; spatial awareness; coordination and quickness of mind.

Facilitator instructions: The person leading the game sets the perimeter of the playing area. The participants divide into 2 teams and line up facing each other at the opposite sides of the playing area.

The leader explains the rules of the game, setting the scene for the participants with a short story:

“Imagine now that you are at the Heathrow Airport in London where traffic is busy and airplanes land and take off all the time. You will take on the role of air traffic controllers and airplanes. Those acting as airplanes will have their eyes closed and will listen to the commands (the voice) of their air traffic controller, who addresses their airplane by name. By giving commands and instructions, each controller will have to guide their airplane safely and quickly through the various obstacles spread out across the playing area. The first airplane to arrive at the finish is the winner. Once the last airplane arrives, airplanes and controllers swap roles and play again.”

Activity 2: Reviewing and adding to the poster with the types of violence written down on it.

Objective: Each participant shares what made an impression on them from the previous sessions, have they been in a situation similar to any of the discussed ones while working on the case studies; was there anything they continued thinking about or was there anything which had not been touched upon.

Add to the types of violence written down on the poster in the course of group work.

Facilitator instructions: Divide the participants in three small groups. Give instructions to each group to have a look at the poster and choose one type of violence and act it out in a role play game. If the children cannot think of a situation to present one of the types of violence discussed, the facilitator can offer them some of the case studies.

The presentations of all groups are followed by a discussion in a big group and feedback on the roles played, with a focus on what the participants experienced while playing the roles. The facilitator summarises the session, focusing on the feelings that the participants experienced as abusers and victims.

Activity 3: Investor game

Objective: Encourage adolescents to think of project ideas as well as develop thinking and presentation skills.

Facilitator instructions:

Ask the participants to divide in two groups:

- The first group comprises the investors (people who have the money and want to invest it in something good and worthwhile);
- The second group comprises the beneficiaries (those who come up with the ideas that need to be invested in).

Ask the participants from the second group to review all the ideas accumulated so far, concerning what can be done in order to turn their school into a safer place for adolescents and to choose 5 ideas they want funded.

Then they need to prepare to defend the ideas in front of the investors, i.e. make a list of the strong and weak points of each idea. The facilitator will have to assist the participants if they have difficulties.

At the same time, the other facilitator works with the first group of the investors, who need to work out criteria against which to decide which idea to reject and which one to fund. The facilitator needs to help them with sample criteria: it is useful for many young people; it is feasible, etc. achieving it depends on the people present there or those at school; it is not exorbitantly expensive; etc.

Preparation time for both groups should not exceed 10 minutes. Discussion time – about 20 min. and at the end, making a final decision (which idea will be selected) and feedback – 5 min.

Activity 4: Group closing game

Objective:

Help the group switch off from work mode.

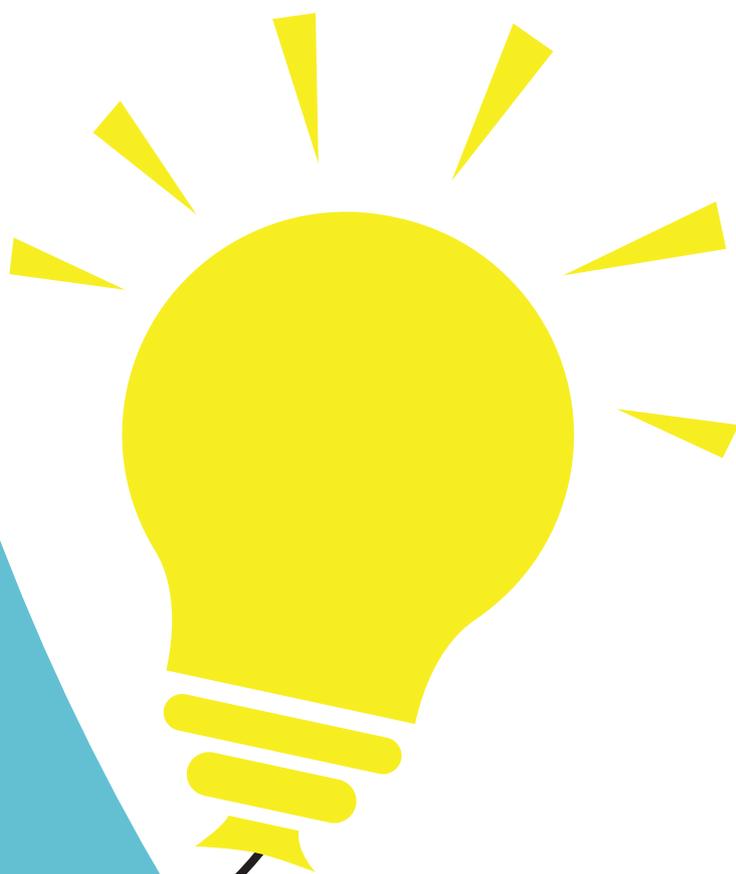
Facilitator instructions: Prepare a big poster where each participant is invited to leave something that can be associated with them, e.g. a hand, foot print or other symbol. The group has to think of a background of the poster – it can be a tree, house, boat, etc.; they have to give a name to the poster and to the group.

Notes to the facilitator:

Organise a small party to mark the end of training.

Additional drawing games

**designed for working
with children
and adolescents**



I. “PASS A GROUP DRAWING”

Materials needed: crayons, felt tip pens, water colours, paper

Facilitator instructions: The drawing materials are placed in the middle so that all participants can use them. Each participant is given a sheet of paper. A group theme can be chosen or participants draw spontaneously. Everyone draws on their piece of paper for two or three minutes and then the facilitator says “Pass it on” and each participant passes their drawing to the person to their right. Everyone draws on the piece of paper passed on to them and the process continues until everyone has been able to draw on all participants’ drawings. The passing on is over when the group members receive back the drawing they started and which now has the unique contribution and symbols of all the other participants. In case the group is too big, you can split it into two smaller ones.

Discussion/objective:

The participants in the group share how they felt about the change and the drawings added to their initial drawing.

The participants need to be encouraged to share their own contribution to each of the drawings.

The topic of community, becoming a team and of care can be explored.

Source: A Practical Art Therapy, Susan I. Buchalter; Psychosocial Support Centre.

2. “DRAW ANGER”

Facilitator instructions: The participants are given the word “anger” and they have to draw anger (how it looks or how they feel about it) using shapes, lines and colours. In addition, they can draw situations when they felt angry.

Discussion/objectives:

The discussion may focus on how different people express their anger and on anger management methods.

Source: A Practical Art Therapy, Susan I. Buchalter; Psychosocial Support Centre.

3. „DRAW A PRESENT FOR ANOTHER PARTICIPANT IN THE GROUP”

Facilitator instructions: Each participant is given a piece of paper with another participant’s name on it. Ask the participants to draw a present for the person whose name they were given. The present can be an object, such as a car or it can be a wish or a positive thought, such as good health, more energy, etc.

Discussion/objectives: Participants discuss the significance of the presents. A discussion can be held on the participants’ desires, needs and aspirations. The focus can be on problem-focused coping methods in line with the programme theme.

Source: A Practical Art Therapy, Susan I. Buchalter; Psychosocial Support Centre.

4. „THINK OF A GROUP HOLIDAY”

Facilitator instructions: The participants decide on where they would like to go on a holiday. They have to decide which city, district, country, etc. to visit, how to get their (by car, train, airplane, etc.), how much it would cost, where they would stay (hotel, motel, etc.) and how much time they will spend there. They have to decide what they will do during the holiday (sightseeing, etc.).

Discussion/objectives: The discussion involves exploring the drawing and how it represents the group holiday. The objectives include enhancing communication, interaction and problem solving skills. The focus is on getting used to working in a team.

Source: A Practical Art Therapy, Susan I. Buchalter; Psychosocial Support Centre.

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Project „Empowering the child’s strengths for violence prevention“