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Comprehensive approaches in the prevention of gender-based violence and the promotion of healthy lifestyles through the development of life skills of primary school students

CARE International Balkans



Program E

Comprehensive approaches in the prevention of gender-based violence and the promotion of healthy lifestyles through the development of life skills of primary school students

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The Book of Activities

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Feda Mehmedović

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Sarajevo, February 2022





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Preface

Modern societies strive for a better understanding of children's upbringing and strive through formal and non-formal education to respond to the challenges that children and parents face in this life process. Globalization and changing trends related to the lives and growing up of children and young people, impose the need to address key needs and offer solutions to the challenges they encounter and face through research and adaptation of programs for children and young people.

Socialization and interactions with peers and the environment essentially influence the attitudes and decisions of young people when it comes to health and healthy lifestyles. That is why modern educational systems pay special attention to teaching young people to socialize in a way that is in the best interest of their health. Susceptibility to social influences is individual and specific, so educational programs that place students at the center of learning have the potential to respond to individual needs, long before traditional approaches that send a one-way uniform message to all students as a homogeneous group.

Social norms, with an emphasis on gender norms and gender stereotypes, can encourage behavior in young people that educational and health institutions want to prevent, but also discourage young people from using services that may be important to them in maintaining health. Young men may feel that seeking help is a sign of weakness, young women that the first cigarette proves that they are mature, that violence against others is justified, that in case of exposure to violence they need to find a solution on their own, without interference from authority. Behaviors, attitudes and values of young men and women differ and are influenced by gender norms, so the gender sensitive approach is adapted to existing differences, but with the same goal, creating additional opportunities for young men and women to live better and healthier lives.

By changing the paradigm of health education, it is possible to influence the creation of a new generation of young people who believe in the correctness of decisions that are in the best interest of their health. Numerous health problems (cardiovascular diseases, diabetes, cancers, mental health disorders, sexually transmitted diseases) that some young people will experience in adulthood, have their beginning of development in adolescence.

Children and adolescents are a generally healthy population, but their life habits, individually or collectively, are a key factor in the occurrence or prevention of chronic diseases in adulthood. Research conducted in BiH, Croatia, Serbia, Kosovo* and Albania show that children and young people face a number of challenges as they grow up, peer violence (verbal, digital and physical violence), education stress, negative peer influences, use of tobacco, alcohol, illegal psychoactive substances, impaired mental health, unhealthy eating habits, insufficient physical activity, early sexual intercourse and risky sexual behaviors.

Because of all the above, educational programs, in addition to information on health and the importance of healthy lifestyles, should enable young people to understand the available information and develop a greater degree of self-confidence in making decisions that may differ from "socially expected". Life skills are a particularly important resource in this context. By developing critical thinking, developing empathy, adopting interpersonal communication skills, problem-solving skills and decision-making skills, young people will acquire the necessary competencies to more effectively confront the social influences that exist in their environment.

In front of you is *Program E*, an educational curriculum in which the above principles are integrated and which in an age-appropriate way, by applying accurate and verified information, through the direct involvement of students, contributes to the development of psychosocial competencies of children and youth.

Integrated workshops have been tested in working with children and young people and we are sure that, as was the case during the testing, children and young people will recognize the contents of the workshops as very relevant for them, their peers and society as a whole.

Program E, through its contents and work methodology, can lead to the outcomes we all strive for, and that is the development of new generations of young people who value their health and make decisions that are of best interest to them, their peers, families and communities.

We wish you a very interactive, constructive and open educational dialogue with children and young people. *Program E* offers you everything you need to plan and lead an educational process based on dialogue, research and the development of skills that are the basis for a healthier and safer growth of children and youth.

Feđa Mehmedović and Saša Petković

YMI Dictionary

Below we present the most important terms and abbreviations that you will encounter while learning and studying the content of *Program E*.

Important abbreviations

BMC - Be a Man Club

Covid - 19 - Name of the disease caused by SARS-CoV-2 (coronavirus of severe acute respiratory syndrome)

uronne)

HAV - Hepatitis A virus

HBV - Hepatitis B virus

HCV - Hepatitis C virus

HIV - Human immunodeficiency virus

HPV - Human papilloma virus

HCV - Herpes simplex virus

IPPF - International Planned Parenthood Federation

PAS - Psychoactive substances

Program M - Program Mladići (Young Men)

Program Y - Program Youth

GBV - Gender-Based Violence

AIDS - Acquired Immunodeficiency Syndrome

STI - Sexually Transmitted Infections

SRH - Sexual and Reproductive Health

WHO - World Health Organization

YMI - Young men initiative

Important terms

AD/HD represents attention deficit/hyperactivity disorder.

ASSERTIVENESS in communication is a tendency for a person to express their opinions and feelings bravely or with a lot of self-confidence, with full respect for the interlocutor.

GENDER DISCRIMINATION represents a gender-based privilege, exclusion or restriction that makes it difficult or impossible for individuals to recognize, enjoy or exercise human rights and freedoms.

ILLEGAL PSYCHOACTIVE SUBSTANCES (DRUGS)

can be defined as any substance that can produce changes in the functioning of living organisms, whether they are physiological changes or changes in behavior.

PSYCHOLOGICAL VIOLENCE usually represents the most severe form of violence to recognize. It may include humiliation, threats, insults, pressures, expressions of jealousy or possessiveness such as controlling decisions and activities.

PHYSICAL VIOLENCE involves the use of physical force such as hitting, pinching, slapping or pushing.

GENDER STEREOTYPES arise from (often outdated) assumptions about the roles, abilities, and characteristics of women and men. They can cause material or psychological barriers that will make it impossible for women or men to make choices or will make it impossible for them to fully enjoy their rights.

ISOLATION represents a form of violence in which a man isolates a woman from family, friends, the outside world by various methods. Isolation takes many forms: turning off the phone, locking a woman, insulting her friends, confiscating documents.

SEX EQUALITY implies equal rights, responsibilities and opportunities between women and men. Equality does not promote the identity of women and men, but respects their right to diversity.

VIOLENCE is the intentional use of physical force or power, threat or action against oneself, another person or a group of people or the whole community, which could result in or results in injury, death, psychological consequences, underdevelopment or deprivation.

SEX refers to the biological attributes and characteristics that identify a particular person as male or female.

COMPLETE CONTROL is a form of violence in which the abuser seeks to control a girl or woman. The bully is usually the supreme controller who decides in all situations when it comes to a woman's life. He decides what she should do, when and what to say, what to think, when to make a phone call, how much money she needs. This control is what he presents as his love and care for her.

PSYCHOLOGICAL VIOLENCE is the use of psychic force with the aim of inflicting mental pain, causing fear, violation of dignity, increasing feelings. Psychological violence has no physical consequences and thus becomes more difficult to recognize, but leaves lasting consequences on the victim.

GENDER EQUALITY implies equal visibility, training and gender participation in all aspects of public and private life. Gender equality is at odds with gender inequality, not with gender diversity.

REPRODUCTIVE HEALTH unites reproductive processes, functions and organ system in all phases of life. Reproductive health, therefore, implies that people are able to have a responsible, satisfying and safe sex life and the ability to have offspring, as well as the freedom to decide whether to have it, when and how often. Hence the right of men and women to be informed and to have access to safe, effective, affordable and acceptable family planning methods of their choice and the right to access appropriate health services that will enable women to have safe pregnancies and births and give couples the best chance to get a healthy child.

GENDER refers to socially constructed differences

GENDER refers to socially constructed differences and inequalities between men and women (for example, how they should dress and behave). These ideas and expectations are learned in families, through friends, religious and cultural institutions, schools, in the workplace and through the media.

GENDER IDENTITY is a person's inner feeling about their gender. Of the gender identities, "male" and "female" are most often cited, because these identities are in line with social norms.

GENDER EXPRESSION includes personality, appearance, and behavioral characteristics that are defined as masculine or feminine in a particular culture and historical period.

GBV or gender-based violence is violence based on gender expectations and/or the gender or gender identity of another person. Although GBV can be applied to women and men, girls and boys, the focus of GBV efforts is on ending violence against women and girls, as they are the ones most affected by this type of violence.

SEXUALITY refers to the expression of our feelings, thoughts and behaviors as men or women. This includes our feelings of attraction, infatuation, and behavior in intimate relationships. Sexuality is an expression of who we are as human beings - it includes all the feelings, thoughts and behaviors we have as men or women, the feeling that we are attractive, that we are in love, and that we are in a relationship that includes intimacy and physical sexual activity.

SEXUAL VIOLENCE is any unwanted sexual act or attempt to engage in a sexual act through physical, psychological, or emotional intimidation, for example by saying "if you loved me, you would have sex with me". As with other forms of violence against women, the basic factor of sexual violence is often the expression of male power and domination over women.

SEXUAL IDENTITY is a person's own sexual identification

INTIMIDATION is one of the more successful control techniques. The abuser exercises control by constant intimidation: "I will burn your hair, throw you off the roof, cut you to pieces, find you wherever you go ..." Often these threats apply to children or someone close to the victim, to parents, sisters and brothers.

CHAPTER

INTRODUCTORY CHAPTER

About us

The Young Men Initiative Program brings together a network of organizations and institutions led by CARE International Balkans (http://care-balkan.org/) that have been actively working since 2006 on the development of scientifically based and comprehensive educational programs for the prevention of violence and the promotion of healthy lifestyles of young people. Institute for Population and Development IPD (former Association XY), Sarajevo www. ipdbh.org), Youth Power, Mostar (https://www.youth-power.org/) and the Institute for Youth and Community Development Perpetuum Mobile, Banja Luka (http://www.pm.rs.ba/) have been successfully implementing, under the leadership of CARE, the Young Men Initiative program for more than fifteen years (https://youngmeninitiative.net/) in Bosnia and Herzegovina, and in the Western Balkans region with partners from Croatia, Serbia, Kosovo*1 and Albania.

United in a collaborative network, the organizations have many years of experience in developing and evaluating educational programs that they continuously analyze and improve, so it is not surprising that Program Y - Youth - Innovative Approaches in the Prevention of Gender-Based Violence and the Promotion of Healthy Lifestyles Among Young Men and Women — a Training Manual for Educators and Youth Workers in Secondary Schools² developed on the basis of 12 years of experimental study of different approaches and contents, won the prestigious award among the 12 best and most innovative educational programs in Europe and the world. The Young Men Initiative program won GENE Innovation Award 2017 by the Global Education Network Europe.

CARE's educational program on gender transformation (YMI - Young Men Initiative) is a proven success in the Western Balkans. The heart of the Young Men Initiative is Program Y which focuses on transforming the school environment into an environment that supports and nurtures gender equality and promotes a culture of nonviolence. The program has been tested, evaluated and accredited in most Western Balkan countries. The curriculum was implemented by peer educators, youth workers as part of an effort to develop a universal tool applicable to working with different groups of young people in different settings. The focus is on the understanding that adolescence is a key moment in the process of socialization, when attitudes towards violence and gender roles are formulated and strengthened, as well as on the recognition that schools are important institutions in building and strengthening gender norms.

The Change Theory of the Young Men Initiative program states that if students learn to recognize harmful gender norms and are provided with safe spaces

1 This is without prejudice to the status of Kosovo and is in line with United Nations Security Council Resolution 1244 and the opinion of the International Court of Justice on Kosovo's Declaration of

to practice rethinking these constructs, they are more likely to internalize new ideas in support of gender equality, healthy, and nonviolent behaviors.

During the years of implementation, students³ who participated in the entire *Program Y experienced:*

- > Positive changes in attitudes up to 20% in terms of gender roles, gender norms, violence and knowledge of sexual and reproductive health.
- > 80% of them confirmed that the educational workshops of the Young Men Initiative greatly influenced them when they resolved conflicts without a fight, talked about safe sex, avoided alcohol and drugs, sought help if they had problems.
- > Physical violence among young men has been reduced by up to 21% in some communities and by up to 8% among young women.
- > There are positive changes in attitudes towards gender-based violence after intervention, which in some cases reach up to 30%.
- > The program prevents the bystander effect, and after the intervention, the vast majority of young men, and especially young women, emphasize that they would try to stop the violence if they saw it in their environment.

So far, since 2016, *Program Y* has been implemented as part of the official school curriculum and extracurricular program in 130 high schools in the Western Balkans in 120 local communities (CARE International Balkans, 2020). As part of this initiative, 120,000 high school students and 1,600 teachers were educated. The Young Men Initiative and the organizations belonging to the network continuously analyze social changes in local communities, with a special focus on the needs of children, youth and hard-to-reach groups. The dynamics of changing trends related to health and violence emphasize the need for a proactive approach in responding to the identified needs of children and youth, schools and local communities.

The readiness of the network and individual members to respond to new circumstances was demonstrated and proven during the SARS-COV-2 virus pandemic, during which less than 15 days after the introduction of preventive measures, all organizations and the network of organizations prepared responses and initiated activities aimed at implementing activities aimed at supporting children and youth during the pandemic, improving and protecting the mental health of children and youth, providing psychosocial support to citizens in need, and in the context of the impact of the pandemic on their health and behavior.

² You can download Program Y from https://beta.youngmeninitiative.net/wp-content/uploads/2017/07/Program-Y-BIH.pdf and you can learn more about Program Y from http://www.program-y.org/.

³ All terms used in the masculine grammatical gender include the masculine and feminine genders of the person to whom they refer. (Author's Note)

Young Men Initiative 2006 - 2021

From 2006 until today, the program for the prevention of gender-based violence in the Western Balkans - the Young Men Initiative (YMI) - has been working to build more gender-equitable attitudes and behaviors among young men and reduce violence by young men (against young women) and peer violence (violence of young men against other young men) in Bosnia and Herzegovina, Croatia and Serbia. In addition, since 2010, the Young Men Initiative has expanded to Kosovo*, and since 2013 to Albania.

Young Men Initiative (YMI) is a regional CARE International Balkans program with continuity since 2006 that includes ministries of education, pedagogical institutes, schools, students, parents and NGOs in a partnership and proactive process of developing, testing and improving educational programs, in order to create better educational and health opportunities for young people. The

program is successfully implemented in Serbia, Croatia, Kosovo*, Bosnia and Herzegovina (BiH), Albania and partly in Montenegro4. The Young Men Initiative is a platform for inter-institutional cooperation and development, with a special focus on creating sustainable programs that are important for population development and raising the health literacy of young people in the Balkans (WHO, 2013).

With the direct participation of educational institutions, NGOs, local and international experts within the Young Men Initiative, the curriculum *Program Y, Program E* and the complementary (supportive) program *Be a Man Club* were created, which synergistically have an even stronger impact on young people's perception of health care and their ability to make decisions important for the preservation of health, which has been repeatedly confirmed by research by international and regional experts.

Young Men Initiative (YMI) project and its most significant educational Program Y have been shown to be effective in reducing violence, eliminating harmful social factors, increasing the level of gender equality and developing healthy life habits of adolescents in the diverse political, institutional, cultural and national context of the Balkan countries (CARE International Balkans, 2020).

About Program E

Exposure to violence and unhealthy lifestyles can have a destructive impact on the lives and well-being of children and adults. In the last 30 years, strong evidence has been collected on the consequences that can occur in adults, who as children have been exposed to some form of violence, directly or as witnesses. Domestic violence, violence against children, child abuse and peer violence are very serious social and health problems that are also gross violations of basic human rights, and the consequences of violence that is neglected, ignored or socially "accepted" can affect not only the health and well-being of the individual, but also the communities, the states, and the economic development of a particular country.

Recognizing the operational capabilities of schools, current trends and needs of children, youth and local communities, we create educational opportunities that are in line with the real needs of the communities in which we work, so we created this program at their request. The development of Program E for primary schools was initiated by representatives of the entity and cantonal ministries of education, emphasizing the importance of conducting preventive activities with children and youth during the period of primary schooling. Therefore, this Program, in addition to being an operational tool developed based on global and local recommendations and guidelines, is also another proof that the Young Men Initiative listens to the voice of communities and respects the articulated needs of our partners in educational institutions.

Who is Program E intended for?

Program E consists of two parts: The Book of Theory and The Book of Activities. The Book of Theory, which will be published by the end of the third phase of the project cycle, by 2023, offers verified and customized information relevant to the preparation of teaching staff and other professionals, while The Book of Activities contains instructions for planning and conducting educational activities. Both books are intended for teaching and non-teaching staff in primary schools, relevant institutions, professional staff working with children and young people, health professionals, and/or other professionals, educators, trainers or volunteers who work or plan to work with children and young people.

The educational workshops in *Program E* are designed to last between 45 and 90 minutes and can be applied in a variety of environments, from schools, to out-of-school environments such as youth and sports clubs to parks and juvenile correctional facilities. It is also necessary that the person who plans and maintains the workshops provide a safe learning environment and space that allows for the performance of various exercises and other interactive educational activities which are part of this manual. The activities are based on the model of experiential learning, according to which children and young people are encouraged to reconsider and analyze their experiences and lives in order to understand how gender can sometimes maintain unequal powers in relations and relationships which they build and have with others thus making boys and girls, and young men and women vulnerable. Most importantly, the activities engage students to think about how they can make positive changes in their lives and communities.

This process of reconsideration and change takes time. Experience in using *Program Y*, the model for working with high school youth on which this Program is based, has shown that it is desirable to view and use activities as a whole (or a selected group of activities from different units), and not to use only one or two activities. Many activities complement each other and when used together, contribute to richer and more productive thinking than when used individually.

Program E contributes to education, but the upbringing component should not be neglected, given that as is the case in the teaching process, these two dimensions are interconnected through each individual activity, but also as a result of all activities of *Program E* as a whole. *Program E*, through its contents and activities, seeks to help teachers and educators to help students of the educational process to adopt positive attitudes and values, to socialize, to learn about differences and accept them, adopt democratic values and be active advocates of positive social change. The upbringing component of the Program E is strongly focused on helping the individual to adopt the attitudes and values that are the foundation of healthy and non-violent relationships, social responsibility, human dignity, equality and equity, freedom and solidarity. The general agreement in the context of the definition of upbringing is that upbringing is specifically a human activity in which a person becomes a man (Polić, 1993; Vukasović, 1989), or "the entire process of development of man as a human being" (Bognar, 2015). Given that, following this definition, the first meaningful question would be "what is a man?", The authors will emphasize that Program E in its educational component seeks to help children and young people to be better people, for themselves, their peers and the generations to come.

Workshops integrated into *Program E* were tested in working with children and youth, and an important voice in the analysis of the content and approaches on which the educational component of the program is based was given by primary school teachers and pedagogues. Children and young people find integrated workshops interesting, useful and dynamic and an important segment on the study of life topics that are often excluded from the formal education curriculum. Teachers and pedagogues who revised and tested the program, emphasized that the program is in line with the needs of children and youth, adapted to educational institutions and that with adequate preparation of the teaching base, schools can be effective in promoting and preserving youth health by applying this program.

⁴ A modified Program Y called the Kiwi Program is implemented in Germany with the aim of facilitating the integration of immigrants from Asia and Africa into German society. Find more information at https://www.care.de/care-hilfe/bildung-in-deutschland/integrationsprojekt-kiwi.

Essentially, activities work best with smaller groups of students (for example eight to 25 people), although they can also be carried out with larger groups, but with the adaptation of work tasks to specific groups.

However, too large a group can reduce the chances of all students to give their full, i.e. active contribution. At the beginning of working with this Manual, the facilitator should also be aware that this will probably be the first time for many children and young people to participate in an educational process that includes a group discussion in which they will individually discuss young men and women, growing up and their interrelationship. While some students might initially say this is unusual or strange, facilitators (teaching staff, peer educators and trainers) should help them understand why it is important to talk about both, given the richness of diversity, the possibilities and specific individual needs. And, while working together can offer many benefits, it is also important to ensure that children and young people have the necessary space at their disposal to be able to focus on those issues that are most relevant to their lives and relationships. Workshops and complementary contents of Program E are adapted to work with students from 6th to 9th grade of primary school (children aged 12 to 15 years).

Working with children and young people⁵ is not always an easy and predictable task. Many of the activities listed in this Program address complex personal topics, such as experiences with violence, alcohol use, mental health, sexuality, and the like. It may happen that some of the students open up and express their feelings during this process, while others simply will not want to speak. Some of these activities are not intended for use as group therapy, but should be used to encourage a sufficient level of self-reflection among students

so that they can learn from personal experiences, reconsider rigid ideals of gender, masculinity and femininity, and be in opportunities to change their attitudes and behavior. It is up to the facilitator to assess and improve the level of acceptability of the topic among students and to lead the activities in such a way as to support honest thinking, but at the same time not be a group therapy session. At the same time, the facilitator should be prepared for the possibility that some individuals may need extra attention, and in some cases refer to professional services or counseling.

Experienced facilitators are a key part of the group education process. Before working with young people, it is crucial that facilitators are familiar with the topics in this manual, have experience working with young people and have the support of their institutions/organizations and/or other adults to carry out these activities. The main role of a facilitator is to create an open and honest environment full of mutual respect, where there is no a priori condemnation or criticism of young people's attitudes, language or behavior and where young people will not feel uncomfortable if they deviate from "politically correct speech". Given that conflict situations could arise, it is essential that facilitators possess the necessary skills to intervene in such situations and promote respect for different opinions.

Finally, activities should be conducted in a comfortable and pleasant space where young people can move freely, while respecting the privacy of students. Many young people like to move, and this can be useful for their greater involvement in activities. Likewise, young people need a high calorie intake for their growth and development and, when possible, it is advisable to provide snacks for students.

Methodological framework of Program E

The design of *Program E* enables schools and organizations to plan and implement activities on their own aimed at improving students' knowledge and life skills during the *final triad* of primary education and teach them to make independent decisions that contribute to the development of gender equality, encourage or promote healthy lifestyles, promote non-violent behavior by encouraging positive interactions among young people. Workshops can also be conducted with the older students of the second triad. The program pays special attention to the promotion of healthy peer relationships and strengthening the skills of identifying unhealthy relationships and empowering children and youth to cope more effectively with the effects of unhealthy relationships on them and their peers.

The program examines the relationships between children and young people in various ways and offers them the opportunity to, through participatory learning, assess the negative effects of unhealthy relationships on them, but also on their peers. But the program does not stop there, but gradually involves children and young people in advanced activities during which they learn how to be assertive, how to actively listen to others, how to be active promoters of positive social change and, most importantly, teach them to think critically about why we need certain changes and how to achieve them

Although all modules form a whole, teachers and educators can combine modules from different areas, and even use only one, which means that the teacher has the freedom to choose the module, the order, and ultimately the concept of performance to be used. Modular and interactive teaching provides greater participation of students in the learning process, and the proposed learning process is based on the principle of "student at the center" of the learning process. All workshops integrated in this manual are based on the principle that the teacher/educator is the person who leads the workshop, encourages and motivates student participation using and respecting pedagogical principles and standards of interaction with students.

Students are an important resource and potential allies in the teaching process. Their active participation ensures that their voice, attitude, opinion and current thinking on a particular topic of each individual workshop is heard. That is the reason why students are owners of the results of the workshop. They shape them, and teachers and educators lead them in the process to the desired, structured and defined conclusions. Although during the workshops students learn about certain issues, they are also directly involved in the analysis of the offered situations, they offer potential solutions, discuss adequate solutions and alternatives and analyze the conclusions before adopting them. In this way, students analyze certain problems in several different phases and offer adequate solutions under the supervision of teachers and educators/

Given that most workshops does not require special infrastructure, a large number of modules can be applied in the extracurricular environment (parks, picnic areas), which further enhances classes and provides additional freedom for teachers to design an environment that can respond positively to the topic, area and concept they apply. The maximum duration of the workshops is two school classes, and the minimum is one school class, depending on the interests of the students. For all interested educators who plan to implement educational workshops from *Program E*, guidelines regarding the duration of the workshops and the necessary resource materials were provided, so it is important to consult the attached instructions before each session, which are an integral part of each individual workshop in the Manual.

Certain sessions require the preparation of learning materials and they are attached to the appropriate sessions. In this sense, the teacher/educator should copy the materials before the beginning of these sessions, because they are the basis for discussion, learning tool and resource for analysis. All modules have been tested in primary schools, so we can conclude with certainty that the modules can meet the interests and needs of students.

⁵ The United Nations, for statistical purposes, defines those persons between the ages of 15 and 24 as young, without prejudice to other definitions of Member States. Retrieved October 22, 2020 from https://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-definition.pdf.

Principles of working with children and youth

By using *Program E*, various approaches and interventions are used in practice to directly review societal norms on how parents, society, communities and the media teach boys/young men and girls/young women how they should behave and live their own lives. *Program E* offers young people the opportunity to re-examine and analyze the impact of gender norms on them, their attitudes, behaviors and lives through complementary formal education. On this way, *by applying collaborative learning and active participation of children and youth in the educational process, children and youth are given the opportunity to express their own opinion, compare it with the views of peers, and reach a common conclusion based on discussions and accurate and verified information which are offered to them during the realization of individual workshops.*

To ensure a supportive and inclusive space for collaborative work and active participation of children and youth in interactive sessions, it is important to consider principles and recommendations that contribute to the development of a supportive learning, studying and teaching environment using the methodology integrated into *Program E* and individual sessions.

Program E educational interventions may include:

- > giving space to children and young people to explore and learn about their gender socialization as well as their perceptions and attitudes;
- educating children and young people about historical influences on social development, such as feminism and patriarchy;
- addressing the reality of the lives of girls and boys, young women and men in their emotional and practical preparation for changing the world in terms of female and male roles.

Gender-conscious practice re-examines existing gender discrimination status and norms that undermine the role and position of young men and women. We believe that the following principles should guide our work with children and young people:

Respect for children and young people

- > Listen to children and young people.
- > Include them in the dialogue.
- > Don't judge them.
- > Be friendly in communicating with young people
- > Learn from them.
- > Respect the views of children and young people.
- > Understand and accept that children and young people may have different views of the world than other age groups.
- > Children in the 21st century are members of the *digital and Z generation* and have different patterns of interaction and behavior compared to their parents.
- > Respect individuality... reject negative labeling.
- Accept the rights of children and young people to freedom and equality and to be treated with dignity.

- > Promote positive ideas and opportunities for children and young people.
- > Rethink negative stereotypes about children and young people.
- > Be open and honest with young people.

Voluntary participation in workshops

- > Allow children and young people to choose for themselves whether to participate in the workshops.
- > Create a hospitable environment and motivational activities that contribute to the active participation of children and youth.
- > Inform children and young people about opportunities for active participation and about resources with additional information available to them.
- Give young people the opportunity to take responsibility for choices and decisions in their lives.
- > Enable young people to gain the right to vote, to participate in decision-making and to address issues that concern them.

Anti-repression

- > Youth work serves the well-being of all young people, especially those whose human rights are threatened.
- > View youth work as a means of change and a challenge to the current situation
- > Take positive steps to address the problems and consequences of repression.
- Respect differences and build bridges between different groups and individuals.
- > Inform others about the language, attitudes, practices, and structure of repression.

Confidentiality

- > Understand that young people can reveal information to people who work with young people (teachers, educators and youth workers) who are not willing to share it with others.
- > Before young people disclose any information, they should be informed of the existence of any restrictions on the confidentiality of the information provided, especially in situations that may require further intervention.

Ethical practice

- > Every child is a competent student, from birth who can be resilient, capable, confident and self-confident.
- > Children develop and learn in different ways and at different paces.
- All areas of learning and development are equally important and interconnected
- > Always look for opportunities to improve practice.
- > Be reliable and trustworthy.
- > Maintain the values and principles of youth work.

CHAPTER

LEARNING
OUTCOMES AND
YOUTH WORK
STRATEGIES

Introduction

In this section of *Manual E* you can find information important for planning the educational process, based on learning outcomes and guidelines for comprehensive action. If you are planning an educational program or want to supplement the curriculum with the contents of this program, the part of the chapter related to learning outcomes will help you better understand the final outcome of the program in the cognitive, affective and behavioral domains. Recognizing the proven pedagogical methods and their importance for a quality approach to learning and studying, *Program E* is fully participatory, so the part of the chapter that talks about participatory learning presents *Program E* in relation to the mentioned principles.

Children during puberty and adolescence, in addition to physical changes, go through intense psychosocial development and their identity takes a form that will represent their personality, characteristics and actions in relation to the situations and circumstances in which they will find themselves during life. Gender norms and gender identities play an important role in shaping the identity of every young person. Research shows that programs based on strengthening young people's self-confidence and skills to identify harmful forms of masculinity and femininity can achieve better results than those who lack it. Precisely because of this, *Program E* contains activities that contribute to critical reflection on the impact of gender stereotypes on attitudes and behavior. Therefore, *Program E* is a gender transformative educational program, i.e. it contributes to the development of gender equality relations and attitudes, and the section on education on gender norms offers information on this segment of *Program E*. Therefore, the author recommends that regardless of the topic you want to cover using the modules from Program E, educational activities begin with the implementation of modules that address gender and sex issues.

In addition to educational modules, *Program E* contains additional instructions for campaign planning and development. This component is just as important as the workshops, because the campaigns planned and implemented by students represent another educational opportunity for young people because the preparation and running of campaigns in schools and the community implies additional study of topics and content. Therefore, we see the preparation and management of the campaign as an additional catalyst for the development of an advanced level of understanding of the content, the study of which begins with workshops, and continues with complementary activities such as campaigns, research, etc.

Unlike workshops that focus on individual change, social and awareness-raising campaigns aim to transform the environment. *Program E* is based on a comprehensive approach that includes school workshops, but also campaigns that contribute to the effects of the workshops. How and why to use campaigns as part of education are questions that you can find answers to in the section "Campaigns in working with young people". Some programs are more successful than others, while the same program in one school can lead to positive results and in another not. One of the reasons is the school's approach to the implementation of programs and the existence of factors that contribute to the effectiveness, as well as those factors that reduce the effectiveness of such programs. In order to achieve maximum effectiveness, we have integrated into *Program E* the findings of international studies that can help you prepare the "ground" for a comprehensive approach and the elimination of inefficiency factors that reduce the results of the

Active learning approach

The traditional "ex cathedra", now a proven inefficient approach to teaching, has placed teachers at the center of the educational process. Such an approach places the focus of learning on the facilitator of the teaching process, in this case the teacher or facilitator, while the students were mostly passive students who received information. In contrast to traditional teaching models, new approaches completely change the learning paradigm and move the student from the position of passive observers to the position of active students who independently, and with the instruction of the teacher, travel through the educational process and in that way, they become actors in the educational process and owners of what they have learned.

It is especially important to emphasize that the active learning approach enables each student to acquire new information according to their own abilities, change some attitudes based on understanding new knowledge and presented facts and to acquire significant life skills. Education has the capacity to arouse and direct the curiosity of children and young people, to encourage them to explore the world around them and to apply what they have learned in its transformation.

Albert Einstein said, "The important thing is not to stop questioning. Curiosity has its own reason for existing. One cannot help but be in awe when he contemplates the mysteries of eternity, of life, of the marvelous structure of reality. It is enough if one tries merely to comprehend a little of this mystery every day. Never lose a holy curiosity⁶". Guided by the belief that curiosity is an important ally of knowledge and understanding, in the development of Program E, we paid significant attention to activities that will be helpful to teachers and other professionals through work with children and youth, arouse their curiosity in areas that are important to their health, safety and well-being.

When the educational process is based on active learning, students and teaching staff share the focus of the educational process in which the teach-

er guides students, who through active participation reach a pre-defined educational goal. Instead of just listening, students and teachers participate equally in the process. Participatory education recognizes the fact that each student is an individual with specific needs and specific opportunities to acquire new knowledge, so this type of education responds positively to these needs and allows each student to participate in the educational process according to their own abilities.

All workshops offered by *Program E* are based on participatory participation, respecting the above-mentioned principles of student individuality. Using a variety of participatory learning techniques (group exercises, plays, case study analysis, games, research, discussions, brain storming) and participation in proposed *Program E* activities, students develop important psychosocial skills with a focus on developing interpersonal communication skills, critical and creative thinking, develop collaborative skills through participation in group work.

Students also learn how to direct their learning towards a defined goal, learn to ask questions and interact with teachers, question their own perceptions and opinions. It is especially important to emphasize that active participation arouses greater interest of students in participating in the educational process and they are much more motivated to learn and adopt new knowledge, information, attitudes and skills.

Student-centered teaching includes the following:

- The teacher is a motivator that encourages the development of critical and creative thinking of the student, he or she is the organizer, manager, mentor, instructor and associate.
- > The approach is based on defined learning outcomes (teachers plan, teach, facilitate and evaluate on pre-determined learning outcomes).
- > The teacher uses different sources of knowledge, active learning methods and encourages

⁶ Quoted from Life Magazine article. (1955, May 2). Death of a Genius – Old Man's Advice to Youth: Never Lose a Holy Curiosity, 38 (18), p. 64.

the development of each student based on their individual abilities.

- The program is flexible and there is a possibility to adapt to the interests of students and the possibility of connecting different contents into integrated thematic units.
- > Instead of just receiving information, students re-examine and solve problems.
- Assessment is individualized, instead of assessing knowledge, the teacher evaluates the participation and activities of students, which is in contrast to the traditional assessment of knowledge.

Weimer (2002) summarizes the paradigm of changing the educational process from a traditional model to active student-centered learning through 7 principles:

Principle 1: Teachers are less involved in carrying out tasks

Students do more by:

- organizing content;
- > generating examples;
- asking questions;
- > answering questions;
- > summarizing the conclusions of the discussions;
- > solving a given problem.

Principle 2: Teachers talk less, students discover more

In this case, the role of the teacher is to guide the students to make the final "discovery". This means more energy that the teacher needs to "spend" to guide groups or individual students to reach the desired goal. In this case, the classes are "louder" and "more chaotic" and sometimes it takes more time for students to adopt the proposed concept. Students progressively take more responsibility for their learning through discovering what they need to learn.

Principle 3: Teachers work more on designing teaching (design of activities and educational experience)

Program E offers clear instructions for the implementation of the educational process, so in this way, through the offered micro-organization of each individual activity, we have enabled teachers to apply methods that have been developed and tested in advance in working with children and youth. The effective tasks and activities we offer through *Program E* help students to:

- > strengthen learning skills (learning "how to" learn).
- > motivate the involvement and direct participation of students in the learning process.
- motivate students to acquire psychosocial skills through direct experience in the educational process.
- develop conceptual knowledge, adopt new attitudes and awareness of certain topics covered by *Program E*.

Principle 4: The school does more modeling

Demonstrates to students how experts approach educational tasks and how to solve a particular problem.

Principle 5: The school encourages students to learn from each other

Collaborative learning respects the principles of peer-to-peer learning through the application of collaborative activities and cooperative groups that participate in the educational process and experience.

Principle 6: The school works to develop a "learning climate"

Create a learning environment that contributes to students taking responsibility for their own learning.

Principle 7: The school works harder to get feed-back

Feedback allows students to interact with teachers, analyze their own attitudes, opinions and understanding of certain topics, which allows students to learn from their own mistakes that the teacher "discovers" based on feedback.

Establishing a supportive environment

Due to the lack of accurate and verified information, some students of the educational process may be distrustful of topics that are traditionally tabooed by formal education, and most often those are topics of sexuality, sexual and reproductive health and the rights of children and youth. This may be reflected in the availability of programs that address these topics in specific schools or local communities. It is therefore important to continuously provide opportunities for teaching and other professional staff on evidence that confirms the importance and need for sexuality education. It is especially important to create an environment that affirms an open and professional dialogue with children and youth, an environment that will provide teachers with a comfortable position in the implementation of workshops on these topics, but also a safe and supportive environment for students going through the educational process.

In order for *Program E* to be successful in achieving the set goals, it is important to understand the internal and external factors that can have a positive or negative impact. *Education policies*, *social context and local expertise play an important role in the overall paradigm of influencing the success of health programs*. A supportive environment almost never or rarely arises on its own and it is usually teachers, schools and ministries of education who contribute to its development through approaches. Outcomes of a supportive learning environment typically include the following:

- > Students and parents understand the set goals of education and are guided by them in supporting the program.
 - » It is important that the homeroom teacher informs parents about the importance and context of the program and the expected benefits for their children.
- > The school allows the application of various teaching and learning techniques.
 - » The school environment should provide a stimulating and adequate space for conducting workshops. Since the program is participatory, it is useful to arrange the space in a format that allows for smooth work in groups, discussions and open communication with the facilitator.
- > Establishing adequate socio-cultural norms.
- » Certain norms and cultural rules are at odds with the values promoted by *Program E*. Young men grow up in a society that encourages risky behaviors and unhealthy habits through unwritten rules (norms), so it is important that the school understands its role and contributes to establishing a new narrative to mobilize students and generate new norms that encourage opposition to unhealthy and violent behaviors.

- > The teacher is relieved of the fear of discussing sensitive issues relevant to the health of children and young people.
 - » Certain areas, such as sexual and reproductive health and romantic relationships among young people, are often taboo topics that young people discuss with each other, but some teachers do not feel comfortable talking openly about these topics. It is important for teachers to understand the purpose and positive outcomes confirmed by international studies and to understand that there are no "sensitive topics", but there are people who have personal barriers to talking about them. *Program E* and workshop content are age and context appropriate and there is no evidence that discussing these topics will harm children and young people, while on the other hand there is evidence that open conversation will help empower young people to avoid risky behaviors and practice those that are in the best interest of their health.
- > Teachers work in an environment that supports them in the realization of the content of Program E.
 - » It is important that schools and relevant ministries support *Program E* or program areas, and that teaching and other staff feel free to carry out program activities.
- > Providing interesting, participatory and challenging educational activities and experiences.
 - » Program E enables experiential learning. That is why many teachers call it a life program. With its contents, it teaches and prepares young people for situations and circumstances that they may face during growing up or later in life.
- Modeling healthy relationships among young people and empowering young people to oppose social norms that contribute to unhealthy youth habits.
- > Establishing a system that generates positive peer groups that motivate youth participation and contribute to positive change.
- > Elimination of factors that reduce the effectiveness of the program.

Competences of educators and facilitators7

The effectiveness of *Program E* and the achievement of set goals largely depends on the competencies of those who lead and manage the educational process. Whether it is teaching staff, youth workers or peer educators, the knowledge, attitudes and skills of *Program E* module facilitators are an important prerequisite for achieving the program objectives. We use the term facilitator in this manual because the modules and activities are based on the active involvement of students in the implementation of modules and content that are an integral part of them. *Facilitator is a person* who manages the educational process, guides the student from point A to point B, provides space and opportunities for equal participation of all workshop participants, directs discussions and other educational activities in the direction defined by the micro-organization of the workshop and instructions available in each module of the Program E.

Program E empowers young people and prepares them to deal effectively with the challenges of growing up. This can be achieved through the transformation of individual attitudes of young people, strengthening life skills, improving knowledge and information levels and forming positive peer groups that change norms and represent "new" reference groups to which young people join and strive to belong. Given the complexity of the impact and the wide range of strategies it uses, Program E and its success largely depend on the competencies of teachers and educators involved in the educational process. Therefore, it is important that the schools implementing the program actively cooperate with organizations and institutions whose capacities can contribute to the comprehensiveness of the program through additional servicing of students and their involvement in complementary activities.

Empowering young people to understand their own emotions, to think critically about their decisions

and the influences of the environment, are key strategies for action. Therefore, it is essential to train educators and teachers to contribute to the empowerment of children and young people through their own knowledge, affirmative attitudes and the application of various learning and teaching techniques. New trends among young people and new patterns of behavior that periodically appear and become the norm, require constant adjustments of the education sector to new circumstances. Constant lowering of age limit for entering into sexual relations, alcohol and drug abuse among young people, new forms of digital violence, social networks, gender stereotypes and their connection with risky and harmful behaviors, require new approaches from the education and health sectors that would effectively address these issues. Many teachers and parents during their schooling did not have the opportunity to get acquainted with these topics nor do they have the skills to confront them. Program E, through all contents, directly contributes to the influence on all listed risk factors and negative forms of behavior. But to be successful, teachers and educators need to:

- > Increase the level of information and improve their knowledge.
- » Knowledge of topics and content.
- » Knowledge of effective and less effective practices of working with young people.
- > Revise some of their own views.
- > Improve their skills in working with young people.
- » Application of collaborative model of learning and studying.
- » Facilitator skills.
- » Skills of interactive work with young people.

Each local community has its own specifics, so *Program E* and content that is current in one community may not be relevant to another. It is therefore important that educators understand the local

⁷ Read more in the report World Health Organization. Federal Center for Health Education (BZgA). (2017). Training matters. Available at:https://www.euro.who.int/__data/assets/pdf_file/ooo3/337593/BZgA-training-framework.pdf

context, use available data and research on problems, health habits and new trends among young people. Contextualization of the program is the first step in its implementation, so teachers and educators, regardless of the topic, should put each to a local context.

The section on sexual and reproductive health requires additional competencies, given that these topics are taboo and that people with fear or shame talk or do not talk about them. Not only are these topics often taboo, but many teachers and decision makers are unaware that there is clear evidence of the positive effects of education on these topics. It is therefore particularly important that teachers and parents understand that the program focuses on the benefits that their children have from learning about these topics and that there is no risk in open conversation, only benefits for their children.

Program E through various contents teaches children and young people how to recognize healthy from unhealthy relationships, how to live with more self-confidence and how to appreciate their own opinion, without diminishing the importance of others' opinions, how to understand their own feelings, socio-emotional aspect of sexuality, growing up and puberty, gender roles, gender identities and sexual risks are topics that in traditional settings can be viewed as complicated and complex for discussion and conversation. In the context of discussions, teachers, children and young people may face diametrically different attitudes, values and different individual vulnerabilities. Therefore, the teacher or educator should be prepared to have an open dialogue with and among students and help them see alternatives and draw conclusions that are in the spirit of preserving health. Also, attitudes among young people can differ significantly and the teacher or educator should use their skills to create a safe and motivating environment that allows children and young people to explore their own views through interaction with peers and possibly correct them if necessary.

Teachers and educators belong to the society in which they live, so it is clear that they are influ-

enced by cultural and other social norms that exist in their environment. For some teachers, this may affect their determination to talk or not to talk about "sensitive" topics. The mentioned norms can be a predisposition to the development of attitudes and values that are at odds with the contents of *Program E*, and such teachers will not be good interlocutors for young people. It is therefore of particular importance that teachers analyze their own attitudes in correlation with available studies and research findings that question the importance and effectiveness of education on sensitive topics.

We live in a time of information revolution expansion where children and young people have access to a variety of information about sexuality, sexual rights, drugs, relationships among young people and other relevant topics. Young people usually get information on these topics using the internet, through social networks, by talking to peers, and a smaller part of them get this information by talking to parents, teachers and other authorities. Precisely because of this, young people cannot be sure that the information they receive from peers or through the internet and social networks is verified and accurate.

On the other hand, the large amount of information available can be confusing for children and young people and much of this information does not offer a clear context. Teachers can support young people in sorting, identifying accurate and inaccurate information, and it is especially important to help young people process relevant and accurate information and place it in a context that is relevant to young people. It is the participatory approach on which *Program E* is based that offers teachers the opportunity to, through interaction with students, review the sources of information they use and check the level of information, the level of understanding the information they possess and correct the incorrect information with those checked and contextualized. The teacher should help children and young people to learn to distinguish reliable sources of information from those that we classify as unreliable.

Non-formal and formal education

Non-formal education refers to the educational process that is realized outside the formal education system. This does not mean that non-formal education is not realized in schools, but that it is not an integral part of formal education, i.e. that it is a kind of supplement to the existing system of upbringing and education. Although non-formal education is seen as a complement to formal education, evaluations of the effectiveness of *Program Y* on the basis of which *Program E* has emerged show that non-formal education may be more effective in the context of violence prevention than traditional which is part of formal education (CARE International Balkans, 2020). However, due to the fact that it is not an integral part of official formal education curricula, it is often part of programs implemented by non-governmental organizations, so questionable sustainability is conditioned by financial investments and the duration of programs or projects that finance them.

Program E has the characteristics of a formal and non-formal curriculum. The program contains all the elements needed by schools to independently replicate the content and approaches integrated into the program, and the licensing/accreditation or recognition of the program or parts of the program contributes to its sustainability and places the informal program in a formal framework.

UNESCO (2018) in the definition of non-formal education points out that it is institutionalized, intentional and planned by those who conduct such education. In the following, UNESCO (2018) emphasizes that *non-formal education* is a supplement, alternative and/or complementary to formal education.

In the case of Program E, it is a program that can be licensed or accredited by the competent ministries of education as an additional source of literature and methodologically modern approach in the field of healthy lifestyles that can be performed in classroom classes, or in extracurricular activities and student sections. While formal education offers basic information on violence, Program E has the capacity to teach children and youth scientifically based strategies for combating and eliminating violence.

Definitions of non-formal education differ and are sometimes contradictory. Rogers (2005) classifies different definitions in the following categories:

- > System: a set of organizations and programs that differ from the formal education system.
- > *Process*: approaches and techniques of learning-teaching models that differ from those that are part of formal education.
- > Concept: a concept or topic that is worth studying and working on, but formal education does not fully recognize it.
- > *Practicing*: professional activities carried out by persons other than educational professionals, for example peer educators.

> Set of activities: A set of educational activities that differ from formal education with different goals or purposes or even separate from formal schooling, with being socially purposeful, are usually considered part of a radical social transformation.

Program E can be implemented by teachers, but other implementation modalities are also possible. In some schools, the program is conducted by school pedagogues in cooperation with young peer educators. In other schools, the program is conducted by teachers or young peer educators or in combination. Which modality will be applied in a school depends on the capacity of the school, the capacity of the relevant ministries, the perception of inclusiveness and the social context. For example, where teachers are afraid to talk openly about sexual and reproductive health, young peer educators can be a quality support, because young people are trained to implement the program respecting specific rules of work and applying pedagogical methods in working with peers.

Criteria for non-formal education

In relation to the definition, non-formal education is determined by different criteria, with the common core being:

- > A "student-centered" approach where children and young people play an active role in learning and adapting the program to circumstances and specificities that are in line with the needs of children and young people.
- > Flexible curriculum that allows adaptation to the context, freedom in choosing topics, freedom in adding other relevant content.
- > Focus on developing life skills, changing knowledge and attitudes.
- A participatory approach that enables the participation of hard-to-reach, marginalized or stigmatized groups or individuals.
- > Collaborative learning model.
- > Socio-emotional learning.
- > Creative use of educational resources.
- > Community participation and community involvement in the program.

Comprehensive programs for the prevention of gender-based violence in schools

Schools are taking steps to reduce the incidence of all forms of violence, including what we call gender-based violence. Some schools achieve this by educating students and parents, some by educating teachers who transfer their knowledge to students. Other schools, on the other hand, are guided by policies and procedures on how to deal with violence in any form. This tells us that schools and relevant institutions know the same as young people - violence can be prevented, it is just important to choose the best strategy.

Comprehensive programs for the prevention of gender-based violence include the following:

Teacher education on gender norms, gender identities and the connection of gender and social norms with the occurrence of violence. Also, teachers learn to recognize the early signs of violence and thus react in a timely manner to the violence to which a young person is exposed. Trainings on modern communication technologies and their application in the prevention of violence and the promotion of non-violent communication are especially important.

Parental education about the types, consequences, and signs that can help them recognize that children are victims of violence or have symptoms that suggest it. Through these educations, parents also learn non-violent strategies and are offered guidelines on how to encourage their children not to react to violence in case they are exposed to violence, but, with the support of their parents, to seek professional help. As children and young people spend more and more time using online social networks, educating parents about the use of these services can certainly help protect children from violence through these technologies.

Student education on various forms of violence, causes and consequences of violence, strategies for safe confrontation and reporting of violence to professional authorities. Various studies have shown that students often do not recognize the actions they perform as violent, so they do not even

realize the consequences that these actions leave on the victim. That is why it is important to teach young people to independently recognize certain forms of violence, to develop empathy for those who are victims of violence, and to be actively involved in its prevention. Also, education encourages students to report violence - whether they are its victims or witnesses. Recently, more and more educational programs are focused on witnesses of violence who, due to their indolent attitude towards the victim, represent an accomplice in violence, so young people learn a positive orientation if they find themselves in such a position.

Given that violence is a social phenomenon that often finds its existence in the attitude that certain forms of violence are harmless and strengthen and prepare a person for life, many schools use the same mechanism by forming a "new social attitude" and developing a culture through different campaigns opposing violence and proving its perniciousness, no matter what the form.

Peer education is an effective tool in the prevention of gender-based violence. Peer education is a non-formal form of education based on the training of children and youth in terms of providing the necessary competencies, which are used by trained peer educators during the education of their peers, using specific methods very similar to those used by their teachers. Peer education is a proven approach whose positive and multiple proven effects are the main reasons for the great popularity that this type of non-formal education has gained in the world. In short, peer education can be described as peer learning (McDonald et al., 2003). Starting from the assumption that young people learn the most from their peers, in the eighties of the last century, the evolution and development of various interactive and pedagogical tools adapted to young people began. After thirty years of development and testing, peer education is a basic tool for health promotion, violence prevention, prevention of the use of psychoactive substances and the like in many schools around the world, including Bosnia and Herzegovina.

Peer educators, after participating in trainings specially intended for them, have the knowledge and skills to independently organize, perform and evaluate the performance of presentations of peer education. These presentations can last 45 minutes, equivalent to the duration of a school class, or they can be more complex and require two to four classes. The presentations are designed to encourage students to adopt positive attitudes and values, offer relevant information, refer to specific resources or services, and ultimately help young people cope with the challenges of everyday life with more knowledge and skills.

This manual offers an educational module that teachers or trained peer educators can use to prepare and conduct student education on this phenomenon.

Positive peer groups are a powerful generator of positive change. Young people are social beings who learn about themselves by analyzing people and the environment in which they live. It is socialization that can be used as a quality system of support for young people in the process of adopting non-violent forms of behavior. If we form a group of non-violent young people in school, students who undergo educations and who recognize the meaning in the prevention of gender-based violence, acquired positive messages, will more easily practice and apply values and attitudes in a society that respects, appreciates and thinks in the same or similar way.

During their growing up, children and young people learn a lot from their peers. Different social groups

of young people reflect the differences that exist between them. Young people who are involved in sports, mountaineering sections, mathematicians, rappers, drama groups, are also micro-communities of young people within which they learn from each other, feel a kind of belonging and within which there are certain norms of behavior that these young people follow. The integration of violence prevention into the approaches of schools to these groups can certainly encourage the adoption of positive attitudes that these groups will reflect on their members. Also, the formation of positive peer groups at the class level will provide children and young people with easier access to those peers who oppose violence, and thus maintain non-violent attitudes and values.

Campaigns in schools represent an important segment of the fight against violence and the general promotion of non-violent behavior⁸. Many evaluations have shown that campaigns that are conducted without education, but become an end in themselves, do not have a significant effect on students' attitudes and behavior. Proven international campaigns show that, if the school organizes educational workshops, and in parallel with them various awareness-raising activities are held in the school through campaigns and related activities, the preventive and protective effects are more pronounced and comprehensive.

Many schools organize the making of posters that they place in their halls, but this type of prevention is not effective if they are not accompanied by investing in educating students and developing life skills that will help them cope more effectively with violence in their environment.

Advantages of the holistic approach of Program E in working with young people

By combining formal and non-formal approaches, it is possible to achieve comprehensiveness in working with children and youth. Social norms and social interactions among children and young people are a very important generator of negative and unhealthy behaviors in children and young people. They cannot be opposed without a systematic and scientifically based approach that empowers children and young people to effectively confront negative determinants of behavior.

Program E enables schools to transform norms that affect children and youth through their affirmation as agents of change. The program is adapted to the conditions in which primary schools carry out their regular teaching and extracurricular activities and is adapted to pedagogical standards in the region. Comprehensive approaches to working with children and young people include a far more complex approach to learning than the usual methods used in education systems in the Balkans. In addition to information and knowledge, and skills development, comprehensive programs strive to develop a positive and non-violent culture among students, which complicates the effects of education and significantly contributes to better health outcomes.

Comprehensiveness can refer to a wide range of scientifically based information contained in a particular curriculum, but it can also include different communication approaches that are used to complement the teaching and educational process. Comprehensiveness may include individualized classroom planning, curriculum adaptation to current trends or student needs, introduction of specific support systems for students and parents, parent education, structured approach to teaching and introduction of support systems for positive behaviors. All of the above requires additional investments and efforts to make a particular program with all the accompanying activities a whole and thus provide a better and more systematic response of the school to the specific needs of students.

Numerous non-formal educational programs that have combined educational activities with targeted campaigns conducted in schools have shown that this complex approach not only provides students with the necessary knowledge and skills, but through a series of student-led campaigns leads to the formation of micro-trends specific to that school or local community in which they are conducted (CARE International Balkans, 2020).

According to the findings of a survey conducted by CARE International Balkans, campaigns organized in cooperation with the schools in which Program Y was implemented played an important role in transforming attitudes and changing the behavior of young people. Not only have the campaigns promoted non-violent attitudes and values, but they have led to improved attitudes related to gender equality, health and healthy lifestyles.

⁸ You can read more about how to organize campaigns in schools in the Y educational package for teachers available at https://youngmeninitiative.net/wp-content/uploads/2018/09/YMI_PROGRAM-Brochure-BIH.pdf i https://youngmeninitiative.net/wp-content/uploads/2018/09/YMI_PROGRAM-Brochure-BIH.pdf.

Gender education

Gender norms have a strong impact on building the identity of young people and some norms can contribute to increased exposure of young people to risky behaviors. Norms can be demotivating for young people to follow their own ideas and desires, and often, norms are a stronghold for inequality among boys and girls. *Program E* is a gender transformative program aimed at empowering children and young people to independently review, analyze and oppose negative, stereotypical and potentially harmful gender norms. Gender transformation programs do not teach boys to be girls, nor girls to be boys, but on the contrary, it teaches boys to be boys and girls to be girls, but free from negative social connotations and influences. In the broad-

est context, gender transformative approaches include programs or interventions that create individual opportunities for young people to confront stereotypical gender roles, transform barriers into opportunities, promote positive social interactions based on equality of all young people, with special focus on girls and women (Health Communication Capacity Collaborative, 2014).

A gender transformative program, *Program E* addresses multi-layered power hierarchies in communities, which contributes to the ability of children and young people to make independent decisions that are positive for their health and well-being.

Youth work campaigns

Prevention of violence and promotion of healthier lifestyles of young people are an important part of a broader communication strategy to improve and protect the health of young people in almost every modern country. Whether it is violence, prevention of the use of psychoactive substances or prevention of sexually transmitted infections, modern education systems combine formal and non-formal education with health campaigns, all with the aim of eliminating risk factors identified as important determinants of health. Not only do campaigns have the power to influence risk factors, they can actually be the driving force, i.e. they strive to mobilize young people and adults to be actively involved in the transformation of the environment in which they live or go to school, all with the aim of achieving more comprehensive and complex health outcomes. Public and health campaigns can, if created in a strategic way and if they integrate the principles and theories of effective communication, be successful in conveying positive messages to larger population groups, at the community, school or state level.

As such, campaigns can be a useful and effective means of health promotion and violence preven-

tion and are today identified as a very important aspect of prevention and behavioral control that we want to change. Public and school campaigns should include a wide range of communication strategies and activities to disseminate relevant, motivating and age-appropriate information, with the aim of mobilizing a particular group to take a positive view of the problem addressed by a particular campaign.

Campaigns can be designed to raise young people's awareness of important social and health issues, but in combination with education, they can empower young people to recognize risks, think critically about the decisions they make, recognize unhealthy relationships with the environment and make decisions that are best for them and their environment. Campaigns can also be designed in a way that positively defined messages and information positively influence knowledge, attitudes, values, beliefs and behaviors. But such a complex impact cannot be achieved if it is a short intervention or activity that is not based on a strategic approach that addresses important issues, which are a prerequisite for achieving the desired impact. Campaigns can change the level of information, positively influence the knowledge on certain topics, influence attitudes, values and beliefs and finally, influence behavior. Also, with campaigns we can influence the "climate", i.e. create preconditions for young people to more easily practice certain beliefs, attitudes and positive forms of behavior.

Example: Violence is "fed" by attention, and people who behave violently usually do so in front of others. In this way, they demonstrate power and superiority in relation to the victim, and at the same time, if society "approves" such behavior, the person who commits violence due to attention and indolent attitude of the environment may consider that the violence he or she commits contributes to his or her social status in that group. Witnesses of violence in that case represent the audience, and it often depends on the reaction of the audience whether the person will continue with the violence or will stop.

The campaign of CARE and partner organizations "React as Human" and complementary workshops introduce young people to these principles, change their attitudes about the "positive outcomes of violence", transform beliefs about violence as a harmless phenomenon, especially when it comes to forms identified in society as "less harmful "or hide behind the term" kidding". Every violence produces negative feelings of those who are exposed to it, and young people need to be shown

that every violence produces suffering, pain, sadness and dissatisfaction. The "React as Human" campaign is designed to encourage young people to respond positively in situations of violence what active witnesses can do to prevent violence, stop it if they witness it, and encourage proactive and prosocial peer behavior as an important prevention strategy. The "React as Human" campaign motivates and encourages young people to change the culture of young people's behavior, sends a clear message that reacting is desirable behavior and how they can react in different situations, in a way that does not endanger their own behavior. It is precisely this action on a wider peer group, the promotion of desirable patterns of behavior, and cultural action that is possible only through campaigns. More information available at: https:// youngmeninitiative.net/bs/

The workshops aim to educate children and young people and prepare them to understand and comprehend the messages of the campaigns. Why is it important to influence attitudes, values and beliefs through campaigns for children and young people? As they grow up, children and young people align their attitudes, values and opinions with different socio-cultural influences, in relation to the knowledge, personal experiences and information they possess. Behavior and decision-making are directly related to human beliefs, attitudes, and values.



"React as Human" Campaign

Notes. Young men and women from Mostar in the campaign against violence "React as Human". Photos: CARE® and Association XY, Mostar.

Beliefs represent the inner feeling that something is true, although it does not necessarily have to be true, i.e. scientifically based. An example might be the belief that if a black cat crosses the street, it will bring misfortune to the person who sees it (superstition, Author's Note). A person who practices this belief may feel uncomfortable when crossing a street previously crossed by a black cat and sometimes, because of the same belief, may choose another path/road for fear of "consequences". From this example, it is easy to conclude that beliefs are not necessarily correct. A belief can exist without a scientific basis to confirm that the belief is true. This example also shows the relationship of belief (an accident that can happen because of a black cat) and behavior (a person chooses another road).

Values can be explained as a measure of the importance of a personal connection to something. *Values can also be explained as principles, standards or qualities that a person or a particular group sees as particularly important*. Therefore, values have a direct impact and we can say that they guide our way of life and the decisions we make. Value is most often formed in accordance with a certain belief. One can recognize special values in the protection of forests and rivers, while for a person who exploits forests and rivers, these values will differ significantly from the person who wants to protect them. Values can affect a person's judgment and, ultimately, that person's conclusions about a particular issue.

In our country, people perceive the family as the basic cell of society and in that context reflect this belief on the relationship to the family. Rigid social norms that exist in the Balkans contribute to the development of values that are linked to gender inequity and inequality. Not only will boys and girls value certain characteristics in different ways, but in a broader context, girls and boys will not be value in the same way. In some communities, male children are "more desirable" than female children and boys are offered more opportunities for schooling, sports and entertainment than girls.

The gender roles of men and women also differ in value. For example, in communities where special importance is given to the role of women as mothers or housewives, women or girls who do not plan a family and wish to pursue further education or a career may be stigmatized (marked) by family members, neighbors and others in their immediate vicinity.

Boys are also under strong pressure from social expectations during their growing up. Characteristics of masculinity such as strength, dominance, superiority, courage, defending honor, and aggression are often perceived as positive characteristics and desirable traits of masculinity, so young men may value such characteristics as key and adjust behavior to socially expected values instead of their own abilities, capabilities, and desires. All this leads us to the conclusion that campaigns and education can be strong promoters of positive values that contribute to equality between children and youth, promote individuality and encourage the development of youth identity based on positive values, gender-equal values and values that are in line with basic human rights and freedom principles.

Values: a set of beliefs that are responsible for how people view what is good and what is bad.

Values vary around the world, within families and cultures. However, some values are fully universally accepted as characteristics of moral human behavior. Values arise in relation to a number of factors, and some of them include:

- > family,
- > friends,
- > peers (broader context),
- > religion,
- > school.

Attitude is the way a person expresses or applies their own beliefs and values and expresses them in the form of words or behavior.

When we talk about children and adolescents, taking into account their vulnerability in the context of susceptibility to peer influences, it is easy to conclude that their values, beliefs and attitudes are equally susceptible to influences and that these impacts can be positive or negative. Children and young people need to be taught to understand the relationship of their own beliefs, values and attitudes in relation to the behavior and decisions they make. Peers can encourage positive change through the transformation of existing attitudes, values, and beliefs, which can ultimately lead to better outcomes for the young person. Campaigns are a proven influential tool to change all of the

Learning outcomes

The learning outcomes defined by *Program E* are harmonized with international technical guides, studies and practical experience of the network of organizations that have been actively working since 2007 on creating educational policies and programs of formal and non-formal education in BiH and Europe. We divided the learning outcomes into *cognitive*, *affective*, *and psychomotor*, which will make it easier for schools and educational institutions to apply this program in relation to the goals of the curricula and programs for which *Program E* is a supplement, i.e. quality supplement.

The educational basis of *Program E* is based on participatory and socio-emotional learning, hence all activities *place students at the center of learning*, and the role of experienced educators / trainers / teachers is to facilitate the process, i.e. to help students through participatory learning to acquire knowledge, skills and attitudes defined by learning outcomes.

It is especially important to pay attention to the section "Proven Practices", as this section offers important information about the effectiveness of the program, the characteristics of ineffective pro-

grams and instructions for transforming the school into a supportive and motivating environment that ensures greater effectiveness of the offered program.

Program E stipulates that the full potential of effectiveness can be achieved if all the principles proposed by the Program are applied, while it will not be equally effective if schools or other institutions exclusively use the program to use one or more workshops, ignoring the proposed instructions for comprehensive action. The learning outcomes defined by Program E are in line with UNESCO recommendations, and include age groups from 12 to 15 years of age. Learning outcomes are divided into eight thematic areas:

- Relationships;
- 2. Values, rights, culture and sexuality;
- 3. Understanding gender norms;
- 4. Violence and stay safe;
- 5. Skills for health and well-being;
- 6. Human body and development;
- 7. Sexuality and sexual behavior;
- 8. Sexual and reproductive health.

Outcome 1. Relationships

Key principle: Conflicts and misunderstandings between parents/guardians and children are frequent, especially during adolescence, and are usually resolvable.

Students will be able to:

- > list conflicts and misunderstandings that usually occur between parents/guardians and children (knowledge);
- describe ways to resolve conflicts or misunderstandings with parents/guardians (knowledge);
- accept that conflicts and misunderstandings with parents/guardians are common during adolescence and can usually be resolved (attitudes);
- apply strategies to resolve conflicts and misunderstandings with parents/guardians (skill).

Key principle: Love, cooperation, gender equality, mutual care and mutual respect are important for healthy functioning and family relations.

Students will be able to:

- recognize the characteristics of healthy family functioning (knowledge);
- > justify why these characteristics are important for the healthy functioning of the family (attitudes):
- assess their contribution to the healthy functioning of the family (skill).

Key principle: Friendship and love help people feel positive about themselves

Students will be able to:

> list the advantages of friendship and love (knowledge);

- > show that friendship and love can help them feel good (attitudes);
- > express friendship and love in a way that will help someone feel good about themselves (skill).

Key principle: Friendship and love can be expressed differently as children become adolescents

Students will be able to:

- > describe the different ways in which friendship and love are expressed to another person as they grow up (knowledge);
- > accept that there are many ways to express friendship and love to another person (attitudes);
- > express the ways they express friendship and love for another person and how that changes as they get older (skill).

Key principle: Inequality within relationships negatively affects personal relationships

Students will be able to:

- > explore ways in which inequalities within relationships affect personal relationships (for example due to gender, age, economic status, or differences in power) (knowledge);
- > analyze how fairer roles among people can contribute to a healthy relationship (knowledge);
- > recognize that equality within relationships is part of healthy relationships (attitudes);
- > adopt equal roles in relationships (skill).

Key principle: Friends can positively and negatively influence each other

Students will be able to:

- > compare how friends can positively and negatively influence each other (knowledge);
- > explain that friends can positively and negatively influence their behavior (attitudes);
- > demonstrate ways to avoid the negative influence of friends (skill).

Key principle: There are different types of relationships

Students will be able to:

> recognize different types of relationships (knowledge);

- distinguish emotions associated with love, friendship, preoccupation, and sexual attraction (knowledge);
- show ways to manage emotions associated with different types of relationships (skill).

Key principle: Romantic relationships can be strongly influenced by inequalities and differences in power (for example due to gender, age, economic, social or health status)

Students will be able to:

- > analyze how inequality and differences in power can negatively affect romantic relationships (knowledge);
- state how gender norms and gender stereotypes can affect relationships (knowledge);
- accept that inequalities and differences in power within a relationship can be detrimental (attitudes);

Key principle: Stigma and discrimination based on differences (e.g. HIV, pregnancy or health status, economic status, ethnicity, race, origin, gender, sexual orientation, gender identity or other differences) are not respected, are detrimental to welfare, and human rights violations

Students will be able to:

- > state the concepts of stigma, discrimination, bias, prejudice, intolerance and exclusion (knowledge);
- examine the effects of stigma and discrimination on sexual and reproductive health and human rights (knowledge);
- indicate that all are responsible for defending people who are stigmatized or discriminated against (attitudes);
- > demonstrate the importance of inclusion, non-discrimination and diversity (attitudes);
- > seek support if they feel exposed to stigma and discrimination (skill);

Key principle: Stigma and discrimination are

Students will be able to:

- define stigma and discrimination (knowledge);
- > state the ways in which stigma and discrimination are harmful (knowledge);
- describe self-harmed stigma and its consequences (for example silence, denial and secrecy) (knowledge);

- > remind that usually there are support mechanisms that help people who experience stigma and discrimination (knowledge);
- > state that it is important to show tolerance, involvement and respect for others (attitudes);
- > show support for people who are stigmatized or discriminated against (skill).

Key principle: It is indecent and harmful to harass and bully anyone based on their social, economic or health status, ethnicity, race, origin, sexual orientation, gender identity or other differences.

Students will be able to:

explain the meaning of harassment and abuse (knowledge);

LEARNING OUTCOMES AND YOUTH WORK STRATEGIES Chapter 2

- describe why harassing or bullying others is offensive and a sign of disrespect (knowledge);
- state that everyone is responsible for speaking out against harassment and bullying (attitudes);
- demonstrate ways to combat harassment or abuse (skill).

Outcome 2. Values, rights, culture and sexuality

Values and sexuality

Key principle: It is important to know your own values, beliefs and attitudes, how they affect the rights of others and how to stand up for them

Students will be able to:

- > describe their personal values in relation to a range of sexuality and reproductive health issues (knowledge);
- > illustrate how personal values influence their own decisions and behavior (knowledge);
- > identify ways in which personal values can affect the rights of others (knowledge);
- > recognize the importance of tolerance and respect for different values, beliefs and attitudes (attitudes);
- > argumentatively defend their personal values

Human rights and sexuality

Key principle: Everyone's human rights include rights that affect their sexual and reproductive health

Students will be able to:

- > describe human rights that affect sexual and reproductive health (knowledge);
- > recognize violations of rights (knowledge);
- > know that there are some people in society who are particularly vulnerable to human rights violations (attitudes);
- show respect for the human rights of all people, including sexual and reproductive health rights (skill).

Culture, society and sexuality

Key principle: Social, cultural and religious factors influence what is considered acceptable and unacceptable in society, and these factors develop over

Students will be able to:

- > define social and cultural norms (knowledge);
- > list social and cultural norms that affect sexual behavior in society and how they change over time (knowledge);
- accept that social and cultural norms can change over time (attitudes);
- > examine social and cultural norms that influence sexual behavior in society (skill).

Outcome 3. Understanding gender norms

Social construction of gender and gender norms

Key principle: Gender roles and gender norms affect people's lives

Students will be able to:

> recognize how gender norms shape identity, desires, actions, and behavior (knowledge);

- state how gender norms can be harmful and can negatively affect human choice and behavior (knowledge);
- > accept that beliefs about gender norms are created by societies (attitudes);
- > state that roles and expectations about gender may change (attitudes);

> practice daily actions to influence more positive gender roles in their homes, schools and community (skill).

Key principle: Romantic relationships can be negatively affected by gender roles and gender stereotypes

Students will be able to:

- analyze the impact of gender norms and gender stereotypes on romantic relationships (both norms related to masculinity and femininity) (knowledge);
- illustrate how abuse and violence in relationships are strongly associated with gender roles and stereotypes (knowledge);
- recognize the impact of harmful gender roles and gender stereotypes on relationships (attitudes);
- > examine gender roles and gender stereotypes in relationships (skill).

Gender equality, stereotypes and biases

Key principle: Gender stereotypes and biases affect the behavior of men, women and people of different sexual orientations and gender identities and choices they can make

Students will be able to:

- > recall the social norms that shape the way society portrays men, women and people of different identities (knowledge);
- respect the importance of equal treatment of all people (attitudes);

Key principle: Gender equality can promote equal decisions about sexual behavior and life planning

Outcome 4. Violence and security

Key principle: Sexual abuse, sexual assault, intimate violence and violence are human rights violations

Students will be able to:

- recognize and compare bullying, psychological violence, physical violence, sexual abuse and intimate violence (knowledge);
- > point out that sexual abuse, sexual assault, intimate violence and violence by adults, young people and people in positions of power are never the victim's fault and always constitute a violation of human rights (attitudes);

Students will be able to:

- describe the characteristics of gender equality in relationships (knowledge);
- define all the ways in which gender roles influence decisions about sexual behavior, contraceptive use and life planning (knowledge);
- defend why gender equality is part of healthier relationships (attitudes);
- build relationships that are based on gender equality (skills).

Gender-based violence

Key principle: All forms of gender-based violence (GBV) by adults, young people and people in positions of authority violate human rights

Students will be able to:

- conclude that sexual abuse and domestic violence, including violent intimate partnership and rape, are crimes of power and domination, and not of someone's inability to control their sexual desire (knowledge);
- formulate specific strategies for recognizing and reducing GBV (knowledge);
- recognize that passers-by and witnesses of violence can take some safe steps to intervene, and can also feel influenced by violence (knowledge);
- indicate that GBV can be carried out by adults, people in positions of power and young people, and are always wrong (attitudes);
- demonstrate ways to access adults with confidence and services that support the prevention of GBV and GBV survivors (skills).
- show how to report sexual abuse, intimate violence and bullying (skill);
- > show ways to access adults with trust and services that support survivors and prevent sexual abuse, intimate violence, and violence in general (skill).

Consent, privacy and physical integrity

Key principle: Everyone has the right to privacy and physical integrity

Students will be able to:

 describe what is meant by the right to privacy and physical integrity (knowledge);

- indicate that everyone has the right to privacy and physical integrity (attitudes);
- express their views on their right to privacy and physical integrity (skill).

Secure use of information and communication technologies (ICT)

Key principle: The Internet, cell phones, and social media can be a source of unwanted sexual attention

Students will be able to:

- > illustrate the ways in which the Internet, mobile (smart) phones and social media (social networks) can be a source of unwanted sexual attention (knowledge);
- > point out that there are ways to combat unwanted sexual attention that can come from the internet, mobile phones and social media (attitudes);

develop and practice a security plan while using the Internet, mobile (smart) phones and social media (skill).

Key principle: Sexually explicit media and images can be sexually arousing and potentially detrimental to the mental health of children and young people

Students will be able to:

- > summarize the ways in which sexually explicit media can be harmful and where to report these damages and seek help (knowledge);
- distinguish when sexually explicit images may be illegal for minors who send, receive, buy, or possess them (knowledge);
- recognize the importance of knowing the law in terms of sharing or providing sexually explicit images (attitudes);
- > express their own feelings due to sexually explicit use of media (skill).

Outcome 5. Skills for health and well-being

Key principle: Social and gender norms and peer influence can influence decision-making and sexual behavior

Students will be able to:

- > define gender and social norms (knowledge);
- describe ways in which gender and social norms as well as peer influence affect sexual decisions and behavior (knowledge);
- > understand that their sexual decisions and behavior are influenced by gender and social norms and peers (attitudes);
- demonstrate ways to jointly establish inclusion, support and respect for each other (skill).

Key principle: Peers can influence sexual decisions and behavior

Students will be able to:

compare positive and negative ways in which peers can influence sexual decisions and behavior (knowledge).

Key principle: There are strategies for causing negative peer influences on sexual decisions and behavior

Students will be able to:

- describe what it means to be assertive in the case of peer pressure that negatively affects decision-making and sexual behavior (knowledge):
- demonstrate assertiveness by saying when someone is being bullied or pressured to make a sexual decision they do not want to make (skill).

Decision making

Key idea: The decision-making process about sexual behavior involves considering all the positive and negative potential consequences

Students will be able to:

- assess the positive and negative consequences of various decisions related to sexual behavior (knowledge);
- explain how decisions about sexual behavior can affect people's health, future and life plan (knowledge);
- apply a decision-making process to address sexual and/or reproductive health problems (skill).

Key idea: There are factors that can make it difficult to make rational decisions about sexual behavior

Students will be able to:

- recognize a range of emotions that can influence decisions about sexual behavior (knowledge);
- > understand that there are many factors that influence human decisions about sexual behavior, some of which are beyond their control (attitudes);
- demonstrate ways to assess and manage emotions that may influence decisions about sexual behavior (skill).

Communication, rejection and negotiation skills

Key idea: Good communication is essential for harmonious personal, family, school, work and romantic relationships

Students will be able to:

- > state the advantages of effective communication for personal, family, school, work and romantic relationships (knowledge);
- analyze the potential implications of verbal and nonverbal communication that oppose each other (knowledge);

 demonstrate confidence in the use of negotiation and rejection skills with a romantic partner (skill).

Finding help and support

Key idea: It is important to evaluate sources of help and support, including services and media sources, in order to access quality information and services.

Students will be able to:

- > list sources of help and support (knowledge);
- describe the characteristics of good sources of help and support (including maintaining confidentiality and protecting privacy) (knowledge);
- > understand that there are places where people can access sexual and reproductive health support (for example, counseling, testing and treatment for STIs/HIV; modern contraception services, sexual abuse, rape, domestic violence, abortion and post-abortion, care and stigma and discrimination) (knowledge);
- explain the characteristics of reliable media sources (for example websites) of help and support (knowledge);
- > notice the importance of critical assessment of health sources and support (attitudes).

Outcome 6. Themes of the human body and development

Sexual and reproductive anatomy and physiology

Key principle: During puberty and pregnancy, hormones affect many of the processes involved in maturation and reproduction.

Students will be able to:

- explain that the sex of the fetus is determined by chromosomes and occurs in the early stages of pregnancy (knowledge);
- recognize the important role that hormones play in puberty and pregnancy (knowledge and attitudes).

Key principle: All cultures have different ways of understanding sex, sex and reproduction, and when it is appropriate to become sexually active

Students will be able to:

distinguish between biological and social aspects of sex, sex and reproduction (knowledge);

- compare the ways in which culture and religion influence how society views sex, sex and reproduction (knowledge);
- > reflect on and articulate one's own views on sex, sex and reproduction (skill).

Puberty

Key principle: It is important to maintain hygiene during puberty

Students will be able to:

- > describe hygienic habits (knowledge);
- appreciate the importance of personal hygiene (attitudes);
- apply their understanding of hygiene to a personal plan for maintaining health during adolescence (skill).

Key principle: Menstruation is a normal and natural part of a girl's physical development and should not be treated with secrecy or stigma

Students will be able to:

- describe the menstrual cycle and recognize the different physical symptoms and feelings that girls may experience during that period (knowledge);
- recall how gender inequality can contribute to girls' feelings of shame and fear during menstruation (knowledge);
- demonstrate positive and supportive strategies to make girls feel comfortable during menstruation (skill).

Key principle: Puberty is a time of sexual maturation that leads to major physical, emotional, social, and cognitive changes that can be exciting as well as stressful during adolescence

Students will be able to:

- distinguish puberty and adolescence (knowledge);
- recall that puberty occurs at different times for different people and has different effects on boys and girls (knowledge);
- > assess and categorize examples of different types of changes that occur during adolescence (for example, physical, emotional, social, cognitive) (knowledge);
- compare the similarities and differences between girls and boys in relation to these changes (knowledge);
- accept that physical, emotional, social and cognitive changes are a normal part of adolescence (attitudes);
- accept that teasing, embarrassment or stigmatization of others based on changes in puberty is harmful and can have long-lasting psychological effects (attitudes);
- > show ways to manage these changes (skill).

Key idea: The physical appearance of a person does not determine his or her value as a human beina

Students will be able to:

- explain that physical appearance is determined by heredity, environment and health habits (knowledge);
- > point out that physical appearance does not determine the value of man as a human being (attitudes);
- > show acceptance of different physical appearances, including among peers (attitudes).

Key idea: There is a big variation in what is attractive to people when it comes to a person's physical appearance

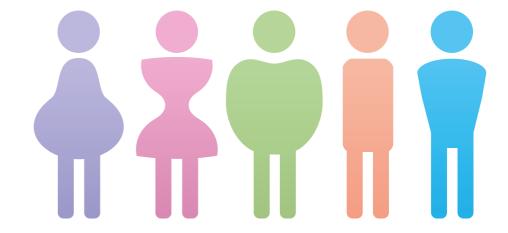
Students will be able to:

- > describe differences in what people find attractive when it comes to physical appearance (knowledge);
- > point out that what people think is physically attractive changes over time and can vary between cultures (attitudes);
- > think about what they find attractive and how it can be different from what others find attractive (skill).

Key idea: Human feelings towards their body can affect their health, self-confidence and behavior

Students will be able to:

- state the reasons why it is important to feel good in your body (knowledge);
- describe how a person's body appearance can affect how other people feel about them and how they behave, and compare how this differs for girls and boys (knowledge);



- analyze common things that people do to try and change their appearance (for example, taking diet pills, steroids, whitening creams) and assess the dangers of these practices (knowledge);
- critically evaluate gender beauty standards that may lead people to want to change their appearance (knowledge);
- explain various disorders (for example anxiety and eating disorders such as anorexia and bulimia) that people may struggle with related to their body image (knowledge);
- indicate that the use of drugs to change body weight can be harmful (attitudes);
- show how to access services that support people struggling with their body image (skill).

Outcome 7. Sexuality and topics of sexual behavior

Sexual relations, sexuality and sexual life cycle

Key idea: It is important to be able to make informed decisions about sexual behavior

Students will be able to:

- accept that decision-making about sexual decisions is based on information (i.e. being well informed and confident in deciding whether, when and with whom to become sexually active) is important for their health and well-being (attitudes);
- accept that each person's decision to be sexually active is personal, which can change over time and should be respected at all times (attitudes);
- make responsible decisions about their sexual behavior (skills).

Sexual behavior and sexual response

Key principle: There are ways to avoid or minimize the risk of sexual behavior that can negatively affect the health and well-being of students

Students will be able to:

- explain possible choices people can make to minimize the risks associated with sexual behavior and support their life plans (knowledge);
- explain that condoms and other contraceptives reduce the risk of unintended consequences of sexual behavior (for example HIV, STI or pregnancy) (knowledge);
- remember that non-penetrating sexual behavior has no risk of unintentional pregnancy, offers a reduced risk of STIs, including HIV, and can be enjoyable (knowledge);
- accept that there are opportunities to minimize the risks associated with sexual behavior and the realization of life plans (attitudes);
- make well-informed choices about their sexual behavior (skill).

Outcome 8. Sexual and reproductive health

Pregnancy and pregnancy prevention

Key principle: Different forms of contraception have different degrees of efficacy, effectiveness, benefits and side effects

Students will be able to:

- analyze effective methods of prevention of unintended pregnancy and related efficacies
- explain the concept of personal vulnerability to unplanned pregnancy (knowledge);
- state that abstinence from sexual intercourse is an effective method of preventing unintention-

- al pregnancy if practiced correctly and consistently (knowledge);
- > state that proper and consistent use of condoms and modern contraception can prevent unintentional pregnancies among the sexually active (knowledge);
- show how to use a condom properly (skill);

Stigma for HIV and AIDS, treatment, care and support

Key principle: With the right care, respect and support, people living with HIV can lead a fully productive life without discrimination

Students will be able to:

- conclude that discrimination against people on the basis of their HIV status is illegal (knowledge);
- accept that some people live with HIV from birth and can expect to live a full, healthy and productive life with treatment and support (attitudes).

Key principle: Everyone, including people living with HIV, has an equal right with everyone else to express sexual feelings and love for others, marriage and long-term commitments - if they choose to do so.

Students will be able to:

- justify why everyone, including people living with HIV, has the right to express sexual feelings and love for others (knowledge);
- > support the right of everyone, including people living with HIV, to express their sexual feelings and love for others (attitudes).

Key principle: Support groups and programs run by people living with HIV can be helpful

Students will be able to:

explain how support groups and support programs they manage and live with HIV can be useful and describe the services they offer (knowledge);

- appreciate the help provided by support groups and programs that lead and work with people living with HIV (attitudes);
- demonstrate ways to access local groups and support programs (skill).

Understanding, recognizing and reducing the risk of STIs, including HIV

Key principle: STIs such as chlamydia, gonorrhea, syphilis, HIV and HPV can be prevented and treated or managed

Students will be able to:

- describe the different ways in which people acquire STIs, including HIV (i.e. through sexual transmission, during pregnancy, childbirth or breastfeeding, blood transfusion with contaminated blood, sharing syringes, needles or other sharp instruments) (knowledge);
- > explain that if someone is sexually active, there are specific ways to reduce the risk of getting or transmitting HIV and other STIs, including: consistent and proper use of condoms; avoiding penetrating sex; practicing "mutual monogamy"; reducing the number of sexual partners; avoiding simultaneous partnerships; and STI testing and treatment (knowledge).



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PRACTICAL TOOLS FOR WORK IN SCHOOLS AND COMMUNITIES

Introduction

The third chapter contains instructions for conducting 41 educational workshops adapted to work with students aged 6th to 9th grade of primary school. The workshops are divided into 4 areas:

- 1. Gender, identity and relationships
- 2. Violence and unhealthy relationships
- 3. Puberty and changes in puberty
- 4. Making healthy and correct decisions

Although teaching staff and other professionals can independently select teaching units that are relevant to the students with whom they plan to conduct the educational process, it is very important to start the process of education with workshops in the first area, because the specified area introduces students to the sociocultural aspects of identity development and the impact of social norms on the attitudes and behavior of children and youth. Conducting the first workshop Gender and Sex is a prerequisite for conducting the remaining workshops in all four areas, therefore, when planning the educational process, the mentioned workshop should not be neglected.

The recommendation of the author of *Program E* is that regardless of the topic and workshop that the teaching staff wants to implement, educational activities should begin with the implementation of the workshop *Gender and Sex*.

Area: gender, identity and relationships

Gender and Sex

O DURATION:

₩ORKSHOP OBJECTIVES:

- > Students define gender and sex and explain the difference between the meanings of these two terms
- > Students can assess and describe the influences of masculinity and femininity on the development of identity, behavior and attitudes
- > Students can give examples of the negative impact of gender norms on decision-making and the limiting impact on choices
- Students revise condemnatory attitudes about gender roles and change behavior in line with new information and evidence
- > Students recognize the consequences of literally adhering to rigid gender
- > Students assess how individual rigid gender norms lead to specific behavioral problems

♡ REQUIRED MATERIALS:

- > Chalk and sponge
- > A4 paper marked SEX and A4 paper marked GENDER

CONDUCTING A WORKSHOP

PART ONE

Duration: 2-3 minutes

Greet the students and introduce yourself and the team leading the presentation. Explain your role in the process of organizing and delivering the presentation, but given the time you have available (45 minutes), limit the presentation to a maximum of 2-3 minutes.

Explain that this is a participatory workshop based on the active participation of students. Then emphasize that the topic you want to discuss and the way you want to talk requires the direct participation of students and that without their involvement the presentation/workshop cannot achieve the desired goal. If you want to establish rules of operation, below we offer you instructions on how to do it.

AN EXAMPLE OF PRESENTING AND SETTING RULES

PRESENTING

Maximum duration: 2 minutes

Welcome to the first of the planned 3 workshops, how many we will go through together in the next year and a half. We are "names of peer educators or teachers" and are part of a large team of peer educators and teachers whose members come from many cities throughout BiH.

RULES

Maximum duration: 3 minutes

Before we start working, let us agree on a few things that will help us through the next 3 workshops, to achieve what our goal is, and that is to create an environment in which there will be no sad, lonely and vulnerable peers, and without you and your participation, it is not possible to do that.

During the workshops, each participant will have many opportunities to talk about themselves, their friends, their attitudes. That is why it is important to agree that we will not mock or ridicule any opinion, attitude or confession.

This is an interactive workshop and there is no wrong answer to the questions we will ask. Any answer is welcome because such workshops depend on your active participation, therefore, feel free to express your opinion on each topic. It is important that everyone participates in the workshop, actively and without coercion. It is important that only one person speaks at a time and that we listen to each other, because every opinion is important to us!

Please do not speak publicly about situations that may further endanger you, we can discuss such topics after the workshop. What is said during the workshop should stay here, among us and not be taken out of the group. For all who want to confide in us or who want to ask us, we will be at the door after the workshop so you are free to approach us. It is especially important for us to be active, so please do not use mobile phones during work.

ACTIVITY 1: WHAT IS GENDER AND WHAT IS SEX?

Ask students if anyone can explain the difference between gender and sex. If you get correct or partially correct answers, thank the students, emphasizing that their answers are correct and will help the rest of the group to get acquainted with this topic.

On the board, draw a table as in the picture. Explain to the students that their engagement is especially important now and ask them to actively participate in performing the exercise.

CHARACTERISTICS/JOBS/SPORTS			
Man	SEX	Woman	

In the continuation of the presentation, students should list the characteristics of men and women. You can start the activity as follows:

Something really amazing happened today, an alien visited your class and said he came to Earth to meet the beautiful creatures that inhabit our planet. There are no males and females on his planet, but they are all both men and women, while on Earth there are different beings. You explained to him that they were men and women and that they were different from each other. The alien has asked you to help him by listing as many traits/characteristics as possible that will help him understand the difference between men and women.

What is specific for men and what is specific for women? Do their bodies differ (do women have something that men do not have and vice versa), do they dress the same, are their hairstyles and physique the same or different? Give as many clear examples of the differences between men and women as possible. Start first from the column "man", asking the question which traits and physical characteristics represent men, i.e. on the basis of which characteristics we can conclude that a person is a man. You should get some of the following answers from the students: short hair, shoes, men's clothing, penis, beard and mustache, stronger constitution, i.e. more pronounced muscle mass, they are stronger, etc.

Then ask students to list female characteristics. Some of the expected answers are: women are gentler, have breasts, longer hair, makeup, dresses, heels, have a vagina, give birth and breastfeed.

Once you have filled in the fields of male and female traits, ask students to list a few jobs/sports that are perceived in our society as distinctly men's jobs and/or women's sports.

It is possible that students at this stage of the exercise recognize that these are stereotypes and that there are no male or female jobs. In that case, emphasize that you are not asking students for their attitude but that you want to talk about how the society we live in divides jobs and sports into men's and women's. Try to get the following answers in the "men's jobs/sports" column: car mechanics jobs, bouncers, construction jobs, heavy physical jobs, digging, boxing and body building.

Now ask students to list "women's" jobs and sports. Try to get students to give you some of the following answers: cooking, teachers, baby sitters, flight attendants, housekeeping, ballet, childcare, and housework.

After all the columns have been filled in, explain to the students that you will discuss their answers in the continuation of the workshop, but through the prism of swapped roles. You can do this as follows:

SECOND PART

Our alien wrote all your answers on a piece of paper and put it in his pocket, however, it soon started to rain and the alien was all wet. The piece of paper on which the alien wrote down your answers also got wet, and in the upper part where it said man/woman, the piece of paper got completely blurred, so our alien would try to figure out which sex it was by using the elimination system.

In the section dealing with the characteristics of men and women, cross out the label "man" and write "woman" in that place. Also, write "man" in the place where "woman" was written. After swapping the positions of the "man" and "woman" labels, continue the interaction with questions related to each individual characteristic. Start from the new position of women!

NOTE: Since we do not know in what order you will receive the answers from the students, we use the order and characteristics defined by the table in this module as an example of interaction. The educator does not have to follow a defined order, but it is important to get the answers outlined in the guidelines of this module.

Ask if a woman can have, for example, short hair. Students will say they can, so cross out the answer in the table. Ask if it is possible for a woman to have a beard and mustache. Students will say that it is possible, so cross out this characteristic as well. Explain to the students that it is normal for a girl or a woman to develop a beard or mustache and that it depends on hormones. It is also normal for one boy to be hairy and the other not. Hormones determine when and to what extent certain characteristics such as those mentioned will appear.

Continue the workshop by asking if women can have a male sexual organ? Students will say that this is not possible, so cross it out in the corresponding column and enter the sexual organ in the middle empty column. At this point, draw students' attention to the fact that the words in the middle column belong to the gender characteristics. Explain to them that unlike traits (someone has short hair, someone wears dresses, etc.), there are characteristics that we are born with and whose functions do not have people of the opposite sex. Men are born with a penis and testicles; the testicles later start producing sperm and this process is unique to men. After you have explained to the students which of the following characteristics belong to the sexual characteristics, ask them which of the remaining characteristics in the "woman" column belongs specifically to men and also falls into this column. Students should recognize the word "testicles" in that column, then cross out that word in the existing column and write it in the middle column.

Now go to the next column where the female characteristics were originally listed, but that column is now labeled "man". Ask students if it is possible for men to wear dresses, they will say that it is possible and probably some of the students will mention the custom that is practiced by men in Scotland - wearing a "kilt", i.e. men's skirts. Then ask them if it is possible for a man to have breasts with which he can breastfeed a child. Students will answer no, so enter this characteristic in the middle column "gender". Explain to them that in addition to the breasts and mammary glands that are located there, female hormones determine the ability and time when a woman can breastfeed, so it is impossible for a man to have this trait. Emphasize once again what the middle column is!

Continue the interaction by asking if it is possible for men to wax, students will say yes, and you will explain below that many famous athletes wax and that this is not a behavior that only women are prone to. Also, in some cultures, it is quite normal for men to wax for hygienic reasons. Ask if it is possible for a man to be gentle. It is possible that in this section, students add certain labels to young men who show emotion and are gentle with others. This is a great opportunity to talk about how our reaction to the traits that someone has, and they belong to the traits that society associates with the opposite sex, is a form of gender-based violence.

If we label someone because they do not belong to a gender group, i.e. the characteristics of that person are not in line with social expectations, we commit violence based on gender expectations, that is - we commit gender-based violence. Explain to them that men and women are emotional beings and that it is *quite normal to show emotions*.

Society teaches us that it is natural for women to show emotions, and that men should be brave, strong, and suppress their own feelings. It is this type of behavior that leads to emotional instability and hinders the development of emotional intelligence. To show feelings means to communicate on multiple levels. People who see that you are sad do not have to hear from you that you feel that way. It's the same with anger, fear and any other emotion. Emotions help us understand how something affects us, whether a certain situation makes us happy or sad, whether something worries us or not. By expressing our feelings, we help the people around us to understand and get to know us better.

We have now come to the second sexual characteristic, so ask students if a man can have female reproductive organs. Students will say no, so cross out these words and write "female reproductive organs" in the middle column. Finish this part of the exercise by asking if it is possible for men to wear makeup.

Students should say yes, so explain that certain professions such as acting or journalism require people to wear makeup, regardless of gender. Also, explain to them that in some cultures it is quite normal for a man to use hair dyes, shadows, etc., and thus emphasize their beauty. In our society, beauty care is characterized exclusively as a characteristic of women, so ask students how a woman who does not use any makeup in our society or a man who cares about his appearance and sometimes uses makeup or, for example, trim his eyebrows, feels.

JOBS AND SPORTS

Cross out the sentence "men's jobs/sports" and write "women's jobs/sports" in that place, in the place where it said "women's jobs/sports" now write "men's jobs/sports". Explain to the students that you deliberately swapped positions to discuss whether men can do women's and women so-called men's jobs/sports.

Continue the interaction by asking for each of the listed jobs/sports if they can be done by men or women. If, for example, students have emphasized that physical work belongs exclusively to men, ask

them whether the ability to perform heavy physical work depends on whether you are a man or a woman, or whether it depends on the physical readiness to perform such work. The aim is to lead students to the conclusion that the ability of an individual to do a certain job/sport depends primarily on desire, possibility, readiness, ability and knowledge, and the least on gender. Explain to them that society teaches us about what men should do and what women should do. Ask students what is the difference between the words can and should?

CONCLUDE:

What society teaches us is not necessarily true. Social, that is, gender norms teach us how we should behave in order to respond to stereotypical social expectations and rules. Many men and women are determined to pursue jobs or sports that "belong" to the opposite sex, but are often labeled by society and face such social barriers that make it difficult for them to achieve their maximum in that

sport or job. A boy who loves ballet or wants to pursue it will not be able to make a simple decision because it depends to a large extent on how that boy will be accepted in society. Ask students if parents are under pressure from the norms when it comes to their child's decision about which sports or jobs he or she wants to pursue. You can use the example of a ballet and a boy who wants to do it.

CHARACTERISTICS/JOBS/SPORTS				
Man Women	Sex	Woman Men		
Short hair		They wear dresses		
Shaved	Breasts and breastfeeding	They have breasts and can breastfeed		
They have a male sexual organ	Sexual organ	Longer hair		
Testicles	Testicles	They wax		
Stronger muscle mass		They are gentler		
More aggressive	Female reproductive organs	They have female reproductive organs		
They wear men's clothes		They put on makeup		
Men's jobs	Jobs/sports that can only be done by people of a certain sex	Women's jobs		
Construction		Cooking		
Physical jobs		Cleaning		
Digging		Ballet		
Boxing		Child care		
Body Building		The job of a housewife		

After completing the discussion on the characteristics and jobs/sports of men and/or women, explain to the students that all the crossed-out characteristics, jobs and sports belong to gender norms and are determined by people. Everything in the middle column belongs to the sexual characteristics and that is determined by nature. Men and women are born with sexual characteristics

that we call biological traits, and people cannot choose these traits. We are all born men or women, but it is possible for a person to be born with male and female sexual characteristics and we call these people intersex persons. We cannot change biological characteristics, while we can change gender characteristics and gender norms.

Chapter 3 PRACTICAL TOOLS FOR WORK IN SCHOOLS AND COMMUNITIES PRACTICAL TOOLS FOR WORK IN SCHOOLS AND COMMUNITIES Chapter 3

Clarification: We classify all crossed-out characteristics, jobs and sports into social ones, i.e. gender norms. Gender norms are unwritten social rules about what men should do and what women should do. The rules of conduct that apply to men are called masculinities, and the rules that apply to women are called **femininities**.

Young men and women growing up in today's society are also exposed to social pressures to follow the rules of masculinity and the rules of femininity. Young men often grow up in an environment that teaches them that they need to be strong, take risks, be brave, defend honor and respect, and

hide their emotions. Taking on such traits often puts men in risky situations that can have undesirable outcomes. Examples may be alcohol consumption, speeding, propensity for physical vio-

ACTIVITY: HOW DO OTHERS AFFECT US?

Ask students what other risks can literal adherence to norms in young men lead to?

- > What if a young man's peers persuade him to try alcohol and emphasize that real men have no fear of alcohol?
- > What if a young man wants to do a job or sport that is characterized as female?
 - » How will the environment react to his decision?
 - » How can that affect that young man's decision? Can he give up for fear of the reaction of the environment?

In our society, there are still traditional attitudes that put women and men at a disadvantage. Some parents raise girls in the spirit that women should be housewives, thus depriving them of the opportunities that a girl would realize if she were educated and started a business career. Some sports are traditionally associated with men and others with women, although both can do the same sports equally well.

Ask students what restrictions literal adherence to norms/rules can lead to in girls. As we grow older, young people form a **gender identity** that shapes our attitudes, values and behavior. Gender identity is influenced by social norms, especially gender norms, so that each person has their own gender identity, and the manner and types of social interactions that a person will have during their life depend on its form. We call the rules that apply to men the norms of masculinity (masculinities), and the rules that apply to women we call the norms of femininity (femininity).

If a person does not adhere to certain norms, he/ she may feel a certain pressure that we call gender stress, and implies emotions that can arise if a person feels that he/she cannot or does not respond to the social norms that are imposed on him/her. Also, it is possible that people in the immediate vicinity put direct pressure on someone because of his or her non-compliance with a certain norm (a girl who wants to play with cars, a boy who loves ballet, a boy who refuses alcohol, a girl who is labeled because of her appearance, etc.), and if that person feels bad about it, then we are talking about gender-based violence.

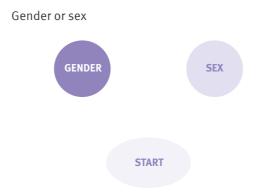
In addition to how social norms affect our feelings and abilities, they encourage certain phenomena and forms of behavior that we classify as violence. If a girl is larger, her peers, believing that it is normal for all girls to look the same, may feel encouraged to make "jokes" about her or to give her certain "labels". Making jokes and labeling leads to negative feelings in a person who is exposed to these forms of violence. Given that the reason for this is appearance, and it is related to the social expectation of how girls should look - we are talking about gender-based violence.

Young men are also exposed to gender-based violence. During puberty, young men often prove to each other strength, courage and the like. Young men who do not follow this pattern, or who oppose it, often carry the label of "weak" or "feminized" young men, which is a distorted view of the personality that these young men possess. And in these cases, if the violence is based on gender norms, we are talking about gender-based violence against young men. Any violence that has to do with societal expectations and gender roles is called gender-based violence.

An example for discussion: Ask students if it is why? Why is it harder for young men to tell a teachcommon for a young man to report violence to which he is exposed by peers? If the answer is no,

er that his peers are provoking him, gossiping or committing some other form of violence?

ACTIVITY: MAYBE GENDER, MAYBE SEX



For this activity it is necessary to mark the space as in the picture.

During the activity, you read the suggested statements, and students should determine whether each individual statement is about gender or sex. Read the statement and tell the students to take the GENDER or SEX position. After each statement, and after the students move to a certain field, discuss the position of one or the other, i.e. ask students why they took one/another position and try to get as many explanations as possible. It is important that the facilitator explains the correct answer, and does so before moving on to the next statement. Read the statements in the order provided:

Men are better footballers than women! It is a gender stereotype. Not all men are naturally talented to play football, while there are girls who train football and play better than men who do not train this sport. Ability depends on training and experience, not gender.

Women can give birth and men cannot! It is about a sexual characteristic. Men cannot give birth because their reproductive system does not have the necessary organs. Ask students to stand at the starting point and explain to them that you will read the statements, and if students think it is about gender or sex, they should go to the marked position.

Sports are more important to boys than girls! Gender stereotype. Numerous games of girls while they are still children contain sports elements (rubber/ elastic) and today it is a common occurrence that there are women's football clubs, basketball clubs and the like in the city.

Young women are not as good at math as young *men!* Gender stereotype. Many young women are excellent mathematicians and sex has nothing to do with a young person's ability to learn, understand, and apply math.

Women can breastfeed, while men can't! Sexual characteristics - women have mammary glands that allow them to breastfeed. Men do not have this option due to a lack of mammary glands.

Young women are gentle, withdrawn and sweet, and men are rough, strong and brave! Gender stereotype! There are strong, rough and aggressive young women and gentle and withdrawn men. What kind of person someone will be depends on the environment, their own feelings of what is right and desirable, and not on sex.

It is natural for boys to be aggressive and violent as they grow up. Gender stereotype.

Boys who report violence are cowards, while girls who do it are ok. Gender stereotype.

OUESTIONS FOR THE FINAL DISCUSSION:

- > Did you learn anything new about yourself today?
- > How do social norms affect us personally?
- > Speaking of a boy who is a victim of violence, can social norms discourage him from reporting violence? Why?

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** Workshop 2:

Male and female word networks

U DURATION:

45 minutes

WORKSHOP OBJECTIVES:

- Students work in groups to create networks of words about how society interprets what it means to be a man or a woman
- > Students are introduced to the concept of gender
- > Students are able to define gender and distinguish between biological traits belonging to men and women and traits that are socially determined
- > Strengthening critical thinking and creative writing skills in students

♥ REQUIRED MATERIALS:

Blackboard and chalk

PREPARATION:

Decide if you want to add some characteristics that are particularly appropriate for your community.

CONDUCTING A WORKSHOP

Divide students into groups of 4 or 5 (choose whether they will be the same sex or not). Explain the following:

> Today we will discuss a topic called gender (how society interprets the role of man and woman). Each group will create a network of words that are most commonly associated with men and women.

To clarify the concept of "word network" on the blackboard, you could give an example of a word network on another topic. See the meaning of the word "dog" below.

Dog - loyal, cute, faithful, hairy, active, playful, protective. Give each group of students two to three minutes to create a word network for the word "man" and an additional two to three for the word "woman".

Write "woman" and "man" on the board and make two columns for each word. One column should be titled "biological" and the other "social". Starting with a group of students, ask:

- > What is one of the characteristics associated with the term man?
- > Is this characteristic biologically determined (biologically) or socially (socially)?
- > If students attribute social characteristics to the "biological" category, correct them and ask them: If a boy or man does not have this characteristic, is he still male?

Add another characteristic to the lists of each of the groups of students until you get the answers for the term man. Make sure students list as many words as possible in their networks (you may need to encourage them by asking questions to get the answers you are looking for). The most common answers to the question of what people mean by a man are:

- > Physically strong
- > Emotionally restrained
- > Sexual predator
- > Financially successful
- > Heterosexual
- > Protector of the family
- > Cool
- > Father
- > Proud
- > Powerful
- > Athlete
- > Brave
- > No fear of violence or no fear of being violent
- > Humorous
- > Loyal to friends

Repeat the same process for the term woman. The most common answers to the question of what people mean by term woman are:

- > Insightful
- > Quiet
- > Humble
- > Talkative
- > Good at communication
- > Well brought up
- > Emotionally strong
- > Well organized and successful in multitasking
- > Practical
- > Nonviolent

- > Modest
- Caring
- > Physically weaker than a man
- Mother
- > Full of curves

Take 10 minutes to talk to all students:

- > Several characteristics are biological in both men and women. For example, only men can be fathers, only women can bring a child into the world and breastfeed it.
- Most of the characteristics related to the terms man and woman are socially determined, and are not based on biology.
- Male and female roles that are socially determined are called gender roles. Who has heard of such roles before?
- What do you think about gender roles in our society? Do you agree with all aspects of how women should live and act? How should men behave?
- What does gender equality mean to you? Are men and women in BiH equal? Why not?
- In every society, some people have attitudes about gender and equality that are not conventional.
- Society changes over time or from country to country. Gender roles are also changing.

HOMEWORK:

In the form of a list, letter or song, finish and expand the following sentence: "Being a girl/boy is not easy because ...". The teacher or educator should ensure that the homework done by the students are presented at the next workshop, followed by a discussion of the most common challenges faced by boys and girls and strategies for overcoming those challenges.

*♥ Workshop 3:

Journey through memory: getting to know gender at an early stage of growing up

U DURATION:

45 minutes

WORKSHOP OBJECTIVES:

- > Students share memories of a time when they were treated in a certain way because of their sex, and their feelings about those experiences.
- > Students give examples of how children receive messages about gender roles
- > Students consider these messages from the point of view of personal and human rights
- > Strengthening critical thinking skills

♥ REQUIRED MATERIALS:

Blackboard and chalk

PREPARATION:

Embark on this journey through memory yourself, before you realize the activity. Such activities can cause bad memories in some students. Think about how to best respond to the same. Also, consider who you can turn to if any of the students need further support.

CONDUCTING A WORKSHOP:

Divide the class into groups of 4 or 5 students of the same sex. Ask them to take a pen and paper. Explain the following:

- > Today we will explore what it means to grow up as a boy or a girl. First, we will embark on a short journey through memories. So, settle down comfortably, put down your pens and relax.
- > Travel to a time that you think you have been treated differently because of your sex. You were younger and at the time you were taught what to do if you were a boy and what if you were a girl. Write down as you remember.
- > What feelings emerge from you when you recall those experiences? Write down those feelings. You will have the opportunity to share your memories in small groups.

After a few minutes, ask:

> Within your own group, in a matter of minutes, share whatever you want that relates to your feelings or experiences. You don't have to share those memories if you don't want to.

Again, after 5 or 10 minutes, ask:

- What do these experiences tell us about the attitudes and norms concerning the roles and values of girls and women, i.e. boys and men?
- Looking back at what we have learned about human rights, do these attitudes and norms seem fair to you? Why or why not?
- > What are the changes that should be made to achieve equality between men and women?

Note: If you do not have enough time, you can assign this step as homework. Remind students that any situation can have a number of different outcomes. Give them the opportunity to change the end of the story by explaining the following:

- Go back to remembering a situation that you think was not fair or was unfair. It could be the one you wrote about or heard about in the group.
- Write a new ending to the story yourself, an ending that seems fairer to you.

Identities

(DURATION:

90 minutes

₩ORKSHOP OBJECTIVES:

- > Students identify the similarities that exist between them
- > The concept of identity diversity is clear to students
- > Students give examples of how identities can encourage stigmatization and rejection

⊘ REQUIRED MATERIALS:

- > Similarities between us
- > Blank A4 papers
- > Pencils

INSTRUCTIONS FOR FACILITATORS

To perform the module "Identities", it is necessary to arrange the space so that it allows more students to move through the room. If possible, arrange the front part of the room for group work, and in the other part of the room arrange chairs that students will use in the second part of the workshop. For the first part of the session you need working materials "Similarities between us", while for the second part of the workshop, students need blank A4 papers and a pencil for each group. Since 4 groups are planned to participate, you need four A4 papers and four pencils. Due to the possibility of error in the work of groups, prepare additional blank A4 papers that you can give them if necessary.

Similarities between us

Ask students for attention and explain that they will discuss identities in the next 45 minutes. Ask students if anyone can explain what identity means. After receiving the students' answers, explain that there are different identities and that during life a person can change their identity depending on the feeling of belonging to a certain population, the fan team, the music they listen to, etc. Give an example of identity: Young people who identify with a certain club, so the common identity of the fans of that club is related to the name of the club. Ask students to give a few more examples of identities.

Now ask the students to stand up. Ask all the boys to stand on the left side of the room and the girls

on the right side. Then explain that it is easy to put people into the groups that are most socially prominent and that we now see two groups, two basic identities, boys and girls. However, these groups will differ significantly if we try to find more common features. There is no need to discuss in this part of the session, but ask students to react quickly and change positions in relation to agreeing/disagreeing with the statements you will read.

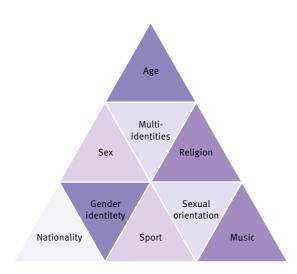
After reading each of the given statements, students will take positions, and you leave them in that position for a few seconds so that they can identify all students who share certain similarities. Encourage students to pay attention to their peers who will identify with different traits in the next exercise. Start the exercise using the questions offered:

- all those who like ice cream stand to the right, and those who do not like it to the left
- » ask students to say what kind of identity this is?
- all those who like jam stand to the right, and those who do not like it to the left
- » Repeat the question as in the previous example!
- all those who wear dark clothes stand to the right, and those with lighter to the left
- all those who are afraid of spiders and similar "bugs" stand to the right, and those who are not afraid to the left

- all those who have a Facebook profile stand to the right, and those who don't have one to the left
- all those who have short hair stand to the right, and those who have longer hair stand to the left
- all those who are afraid of the dentist stand to the right, and those who are not afraid to the left (SPECIAL ATTENTION)
- all those who have "snitched" someone's toy when they were children stand to the left, and those who have not to the right
- all those who do not like sports stand to the left, and all who love to the right
- all those who have a brother or sister stand to the left, and those who do not have to the right
- all those who have got F mark in the last year stand to the left, and all those who have not to the right
- all those who were once exposed to violence stand to the left, and those who were not to the right
- all those who like to sleep left, all who do not like to sleep right
- all those who like school to the left, and all those who do not like it to the right
- all those who go to primary school left. Since they are primary school students, everyone will go to the left, and you will go to the right. As the students stand opposite you, ask them what kind of two groups exist now?

Explain to the students, "As you may have noticed, there are many similarities between us that you did not think about or simply did not have the opportunity to discuss. Each group in relation to each question can be "identified" with the trait that is emphasized. You have seen a group that likes ice cream and one that doesn't, one that likes jam and one that doesn't. Those who wear dark and those who wear light clothes and so on. Explain that you have read 15 questions and identified 30 traits and 30 groups that emerged from one. If you were to ask us to be joined by peers from a neighboring class, the first division would be based on you and them. But if you would use the questions from the previous exercise, new groups and new identities would be formed.

Before moving on to the next exercise, engage students in an additional discussion. Remind students of the questions of fear of spiders and dentists. Note for educators: during the testing of this exercise, the boys hid their fear of dentists and spiders and were reluctant to agree to take a position that properly illustrates their fear of spiders or dentists. During the conversation, they explained that they had some resistance to show fear in front of their peers, while that was not the case with the girls.



Let's take an example of a "spider". Is it easier to talk about your fears with people who share the same fear with you, or do you talk equally freely and openly with those who do not share such similarities? When we think about it, it can be useful if we talk to both of them. People who are also afraid, for example of spiders, will understand our fear and share the same or similar emotions about our fear. But on the other hand, people who are not afraid can be our allies in overcoming that fear. Therefore, any similarity and difference, in any context, can be our ally and our support.

Is it as easy for boys to acknowledge the existence of fear as it is for girls? Explain to students that people have multiple different identities. Age, religion, sex, gender, social status, fan club, nationality, sexual orientation, all these are the characteristics on the basis of which we form identities. Some identities are easy to identify because they are visible (e.g. age, sex, race, etc.), while other identities are invisible (music, nationality, and religion) and can be identified through conversation. Explain to students that when we talk about the identities of the people around us, a good approach in understanding identity is the *iceberg model*.



Distribute to students working material "Iceberg" which they will use later during the next exercise. Explain that what we see in others is usually only a small part of what these people really are and that

we often form opinions about others only on the basis of what we see, and we see little. Looking at someone, we can hardly know what abilities that person possesses, we cannot see his or her beliefs, attitudes, values, personalities, their vision of their purpose in the world in which they live, and all of this actually represents their identity.

Ask students to look at the drawing of the working material "*Iceberg of identity*", look at what is seen above the surface of the water and ask them:

- > How accurate can we be in judging someone through what we see above the surface?
- > Can the inability to see everything below the surface lead us to misjudge someone? If so, why? If not, why not?
- What can we do to see below the surface and learn about "hidden" characteristics?

Activity: Superman, Superwoman

Divide students into 4 groups, and you can divide them by gender or randomly without specific criteria. To perform this exercise, you need blank A4 papers or blank sheets from a notebook and pencils. Each group should receive one blank sheet of paper and a pencil for drawing and writing. Explain to the students to use working material "Iceberg of identity" during the exercise and to focus on personalities (features) and abilities, while other characteristics should be avoided. Ask students to discuss the individual characteristics of the group members within the group. Each group and each individual in the group should list a specific trait

that they consider to represent a personal quality or particularity. The goal is to collect as many qualities as individual members possess and project them into a superman and a superwoman.

The groups should draw the outlines of the person and attach to him/her all the identified features (perceived characteristics) of the individual members. Features can be drawn or written next to the outline drawing of the super person representing their group. After the groups have completed the task, ask each group to present their drawings and explain the features they have identified.

WORKSHOP CONCLUSION:

Instead of concluding, end the workshop with a discussion with the students using the questions offered:

- > Did you and what did you learn about others during the workshop?
- > Is it important to know the qualities of people who are close to us or who are part of your peer group, for example the class? Why?
- Can other people's qualities be useful to you individually? How useful can your qualities be to others?

*♥ Workshop 5:

I am like you, you are like me

U DURATION:

45 minutes

○ WORKSHOP OBJECTIVES:

- > Students understand the importance of mutual communication for establishing quality relationships with each other
- Through conversation with peers, students see the similarities and differences that they possess
- > Developing communication skills in students

REQUIRED MATERIALS:

- > A4 papers
- > Pencils
- > I1 working material

₹ INTRODUCTION

The workshop consists of two parts. The preparatory part requires students to conduct research on one of their classmates during the workshop. The teacher should divide the group of students into pairs, so that each student gets one peer to make a story about. Note: you can implement the exercise by connecting students who do not know each other or who have certain interpersonal disagreements. In this way, you enable them to connect and get to know each other.

If there is an odd number of students in the class, one of the students may be given the task of researching a person who is already paired with another person, or the research may involve a facilitator. The third option, if the module is implemented by the teaching staff, is for the student to get a teacher as an interlocutor, in which case the teacher should also participate in the exercise and make a story about that student assigned to him/her. Dividing students into pairs should be done at the beginning of the workshop and allow students time to explore. 20 minutes are enough for students to interview their interlocutor.

PREPARATION:

Divide students into pairs. Each student should make a story about one of the peers in their class. At the end of the preparation, each student should have a ready story about the assigned peer. For research, give students Appendix 11 with questions to use during the interview.

In the second part of the workshop, students present their work in pairs. Ask each pair to come out in front of the other students and each pair to present the stories individually. At the end of the presentation of each pair, the teacher should discuss and compare the stories. Use the following questions for discussion and comparison:

- > Have you discovered certain similarities between you?
- > What are the similarities?
- > What are the most pronounced differences between you?
- Did you learn anything about the person you got that made a special impression on you? What is it?

After the presentation of all pairs, the teacher should discuss the following issues before the final conclusion:

- > What do you think is the goal of this exercise?
- Have you learned anything new about yourself through talking to your peers (interviewing peers)?
- > How important is communication for establishing quality relationships with peers?
- > How honest are we in normal communication?

Now ask students to thank their interlocutors and the time they took during their research.

WORKSHOP CONCLUSION:

We often feel that we are alone and that certain worries or things we love are unique to us. Still, we share so many similarities with our peers, but we are not aware of many, because what is often missing in peer relationships is time and adequate communication that would allow us to get to know each other better. Getting to know others helps us understand them, but also ourselves. Peers are an important resource for the development of our attitudes, values and identities. Of course, parents, family, media and other role models are also important, but those with whom we spend most of our time are our peers.

Communication is especially important for establishing quality friendly and other relationships. But the question is how often we talk openly with our peers and how much we are willing to be honest. Honesty requires trust, and trust is a characteristic of quality relationships.

Working material I1:

- > What music you listen to?
- > Do you like sports and which ones?
- > Favorite food and drink?
- > Which subject do you like the most?
- > What do you like to do in your free time?
- > If you could change something about yourself, what would it be?
- > If you could change the world, what would you change first?
- If you caught a goldfish that would fulfill your three wishes, what would you like?
- > Is there a trait that you especially value in yourself and that you consider to be your virtue?

Human Rights Calendar

UDURATION:

90 minutes

♥ WORKSHOP OBJECTIVES:

- > Increase students' awareness of different rights
- > Strengthening planning skills
- > Creating and implementing a campaign during the school year

◎ REQUIRED MATERIALS:

Working material "Important dates". Each student should receive a copy of the working material. Also, students need a copy of the material "Calendar of important dates".

CONDUCTING A WORKSHOP:

Explain to the students that you will be discussing important dates related to basic human rights for the next 90 minutes. Ask students if they know what basic human rights are. Discuss with students the importance of human rights, and in this part of the session you can mention both sexual and reproductive rights. Ask students to list some of the human rights they can think of. If students can't remember, you help them.

Distribute the working material "Important Dates" to the students and explain that they will create a monthly calendar of dates later in the workshop to

present to the rest of the class. Divide the students into groups and give each group a number of copies of the working material "Calendar of important dates". If you have formed 3 groups, give each group four months so that:

Group 1 Assign months from January to April **Group 2** Assign months from May to August

Group 3 Assign months from September to December

Note that there are more important dates in some months than in others, so dividing them into groups should allow for approximately the same number of dates.

PROCEDURE:

Ask students to mark dates in the working material *Important dates* that are relevant to the months they were given. Example: Students who received the months from January to April should include all the important dates that are celebrated in those months. Students can edit their calendar, color it, or illustrate with certain shapes some charac-

teristics of the date found in the calendar. After all groups have finished entering the date in the calendars, ask each group to paste their calendars on the board or wall, following the order of months January - December. Each group should present the dates and papers they have prepared.

DISCUSSION:

Ask students if they learned anything from the exercise?

Did they like the activity they realized?

What did they learn while filling out the calendar? What did they learn about human rights while working in groups?

CREATING A CAMPAIGN

Open a discussion with students about the connection between the previous activity and their lives:

- Why is celebrating these dates important to all of us?
- Do any of the dates stand out and is it considered to be particularly important?
- Do they particularly like some date? If so, which one?
- Remind students of March 8 and ask them why celebrating that date is important? What can we do during the celebration of this date to encourage society to be more active in advocating for equity and equality of men and women?
- Ask students to identify four more dates in addition to March 8 that they consider particularly important.
- After students have made a selection of an additional four dates, write those dates on blank A4

- paper, but also add International Women's Day and 16 Days of Activism. After that, form 6 teams so that each team gets one important date.
- Task for teams: each group should research and prepare a poster about the importance of the dates they were given as a work task. The poster should answer the following questions:
- » Since when is that date celebrated?
- » Why is it marked, i.e. what is the main purpose of marking that date?
- » What is this year's message that guides organizations that plan to mark that date (message and slogan change every year)?
- » How do organizations and institutions in BiH and the world mark the date they received?
- » If you were to organize a campaign in a class or school, how would you do it and what message would you send to your peers and society?

Working material: Special dates to remember

DATE	COMMEMORATION	REASON FOR MARKING	
January 1	A day of peace and sharing	It is celebrated in the USA as the <i>Global Day of Sharing and Peace</i> and originated from the UN millennium celebration of "One Day Peace".	
January 24	International Education Day	Marking the day dedicated to education at the international level, directing the attention of governments and peoples to the availability of education as a means of overcoming poverty.	
January 27	International Holocaust Remembrance Day	Holocaust Remembrance Day and Prevention of Crimes against Humanity is an international day of remembrance to commemorate all the victims of the Nazi regimes.	
The first Sunday in February	International Day of Life	The right to life is guaranteed by the <i>Universal Declaration of Human Rights</i> . This date reminds of the importance of protecting this right and affirms the mechanisms that protect it.	
February 4	World Cancer Day	Proclaimed by the World Health Organization (WHO) and aims to raise awareness of the importance of prevention and raising awareness of patients about their disease, diagnosis and treatment.	
February 14	Saint Valentine's Day	International Valentine's Day. Many organizations mark this date by emphasizing the importance of healthy relationships and preventing inequalities in relationships.	
February 20	World Social Justice Day	In 2007, the United Nations decided to mark February 20 as World Social Justice Day since social development must be based on justice, solidarity and equality among all countries and within each of them, and social justice, equality and fairness constitute the fundamental values of every social life.	
March 8	International Women's Day	A globally accepted day that marks the achievements of women in the past, present and future. It was first marked in 1911.	
March 21	International Day for the Elimination of Racial Discrimination	This date was accepted by the UN back in 1966 in order to raise awareness about racial discrimination.	
March 21	World Poverty Day	Proclaimed by UNESCO in 1969 to raise awareness of the problem of poverty around the world.	
March 22	World Water Day	It has been celebrated since 1993 in order to recognize the importance of water in the development and well-being of all people in all parts of the world.	
April 7	World Health Day	Proclaimed by the World Health Organization (WHO) in 1950 in order to raise awareness of unnecessary suffering and the importance of promoting good health.	
April 22	Earth Day	First marked in 1970 with the aim of promoting awareness of climate change and ways to preserve the planet.	
May 1	International Labor Day / May Day	It is celebrated in order to show solidarity and fight for workers' rights	
May 15	International Day of Families	In 1993, the UN General Assembly decided to declare May 15 International Day of Families, wanting to emphasize the importance of family life and the family as the basic social community.	

DATE	COMMEMORATION	REASON FOR MARKING		
June 5	World Environment Day	It was first marked in 1972 and since then it has been the basic instrument through which the UN stimulates the awareness of people around the planet about the necessity of including environmental issues among the most important problems of today.		
June 12	World Day Against Child Labor	The International Labor Organization has been marking June 12, 2002 as <i>World Day Against Child Labor</i> . It is an attempt to draw attention to the difficult conditions in which about 250 million children live, aged between 5 and 14, and who are forced to work.		
June 21	World Day of Peace and Day of Prayer	First organized in 1986, this date recognizes the importance of peace and prayer among many religions of the world.		
July 11	World Population Day	It has been celebrated since 1989 at the initiative of the UNDP (United Nations Development Program) in order to raise awareness of population issues.		
July 18	Nelson Mandela International Day	The UN declared this date in 2009 in recognition of the former president of the Republic of South Africa for his commitment to peace and freedom.		
August 12	International Youth Day	Proclaimed in 1999 by the UN in order to raise awareness of important issues relevant to youth.		
August 19	World Humanitarian Day	World Humanitarian Day is dedicated to humanitarian workers rescuing victims of wars and natural disasters and emphasizes their importance.		
September 8	International Literacy Day	UNESCO declared this date in 1966 in order to raise awareness of the importance of literacy.		
September 15	International Day of Democracy	Proclaimed by the UN in 2007 in order to affirm democratization.		
The first Monday in October	World Habitat Day	It is celebrated in order to raise awareness of the problems and needs of our cities and towns.		
October 1	International Day of Older Persons	It has been celebrated since 1990, at the initiative of the UN, in order to raise awareness of the problems and needs of the elderly and infirm.		
October 2	International Day of Non-Violence	Proclaimed in 2007 at the initiative of the UN in order to recognize the importance of eliminating violence in our societies.		
October 5	World Teachers' Day	It has been celebrated since 1994 and recognizes the importance and role of teachers in our societies.		
October 16	World Food Day	Proclaimed in 1979 by the UN in order to raise awareness of the global problem in access to food.		
November 10	World Science Day for Peace and Development	It has been celebrated since 2002, at the initiative of UNESCO, in order to celebrate the role that science has in the context of improving our lives.		
November 16	International Day for Tolerance	Recognized by UNESCO as a day when we celebrate tolerance as a means of promoting peace and mutual understanding between cultures.		
November 20	International Children's Day	It has been celebrated since 1954, at the initiative of the UN, a day that recognizes and affirms activities important for the well-being of children.		
		The celebration of November 25 in the world seeks to raise awareness and sensitize the public to this problem as a form of unacceptable social behavior.		
November 29	International Day of Solidarity with the Palestinian People	Proclaimed in 1977 by the UN in order to show solidarity with the people of Palestine.		
December 1	World AIDS Day	It is celebrated every year in order to raise awareness of the importance of prevention, but also destigmatization and elimination of all forms of discrimination against people living with HIV or AIDS.		
December 3	International Day of Persons with Disabilities International Day Established in 1992 by UN to raise awareness of the rights of persons with disabilities			
		Internationally recognized as a date that celebrates human rights. It was first marked in 1950, and it is also the day when the anniversary of adoption of the <i>Universal Declaration of Human Rights</i> is celebrated.		

Working material: Monthly calendar

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Power, Privileges and Equality

(DURATION:

45 minutes

WORKSHOP OBJECTIVES:

- > To enable students to discuss the distribution of power in society and to identify the connection between power possession and experience, privilege, discrimination and oppression, and to make a connection between these issues and their own lives
- > Strengthening students' analytical and problem-solving skills

♡ REQUIRED MATERIALS:

Blackboard and chalk

PREPARATION:

Add any group that may be important to your specific community to the list on the left. Finish with step number 1 before the session begins. Using a blackboard or a flipchart board, make a table with two columns. Title the left column "greater power/privilege" and the other "lesser power/privilege". Explain to students that they will consider the concept of power, privilege, and equality in their own

lives and in society. In order to prepare students for the interactive part of the session, it is important to introduce them to the meaning of the terms power, equality and privilege. Ask students if they can explain what power means and if all people have equal power, for example equal decision-making power.

>

What is power and privilege?

GREATER POWER / PRIVILEGE	LESSER POWER / PRIVILEGE

From a group titled "Groups that tend to have unequal power in society" read the first example (rich and poor).

Ask the question: Which of the groups goes to the "greater power" column, which of the groups goes to the "lesser power" column? Remind students that such characterizations are not absolutely true. Record the students' answers in the appropriate column. Go through the rest of the list, noting their answers in each column (for ethnic, racial, and religious groups, it would be advisable to list the names of specific groups from your area).

Groups that have unequal power in society:

- > Rich/poor
- > Men/women
- > Roma/general population
- > Bosses/workers
- > Politicians/community members
- > Citizens/migrants
- Persons without disabilities/persons with disabilities,
- > Larger ethnic groups/smaller ethnic groups,
- Larger religious groups/smaller religious groups,
- Attractive people/unattractive people
- › Heterosexuals/homosexuals

Ask students the following questions:

- Pay attention to the list of groups that have more privileges in society. Can you find a group in this list that you can personally identify with? Do you agree that this group generally enjoys more power in society? Write a few sentences describing an experience you have had or heard about that illustrates this difference in power (allow students 3-5 minutes to write answers to your questions).
- Pay attention to the list of groups that often have more privileges. Can you identify yourself with any of these groups? Do you agree that this group generally enjoys more privileges in society? Write a few sentences describing an experience you have had or heard about that illustrates this difference in power (allow students 3-5 minutes to write answers to your questions).
- > Raise your hand if you have identified yourself with at least one group from each of the lists? Are most of us familiar with what it is like to enjoy greater and lesser privileges?

Ask a couple of volunteers to read their anecdotes about what it is like to be in a group with less power or privilege (do not force anyone to read).

Talk in the following order (receive 1-2 answers per question):

- > What do you notice in the behavior experienced by people from less privileged groups? (Explore: those without power are often discriminated against or oppressed)
- What feelings can such behaviors evoke among people with less power? (List these feelings on the board. Make sure these are words that express emotions, not descriptions of what happened.)
- > What do you notice about the feelings listed on the board?

Now go back to the previous two lists and ask:

- Consider the concept of equality. Take, for example, the first couple (rich and poor). To complete the sentence: "Equality between rich and poor _____." What comes to your mind first? (There is not just one correct answer)
- > Who could equally complete a sentence about equality with another pair of words from the group? Try using different words or even creating different ideas. (Repeat this with several pairs depending on time availability)
- > Who can remember the first article of the Universal Declaration of Human Rights? (Note: It is about the right to equality. Write the first article on the board: "All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience, and should act towards one another in a spirit of brotherhood.")

End the discussion with a discussion on the following question (or simply encourage students to think about the question after they leave class): What needs to happen for everyone to enjoy equality and the right to dignity? Homework

Answer the question in writing: What would you yourself be able to do to promote greater equality in everyday life and recognize the dignity of each person?

* Workshop 8:

Relationships among young people

UDURATION:

45 minutes

WORKSHOP OBJECTIVES:

- > Students share their opinions and views on healthy/unhealthy relationships
- > Students learn about the characteristics of healthy and unhealthy relationships and how they can recognize them in their existing relationships

Chalk and blackboard

CONDUCTING A WORKSHOP:

Explain to students that during this workshop you will discuss relationships between people and the characteristics and behaviors that can make those relationships healthy or unhealthy. Ask students what an unhealthy relationship or unhealthy relation means to them. Ask students for their opinion on what characteristics do we associate with real and sincere friendships? Explain that not all friendships are the same. We call some people friends, although due to the lack of certain characteristics in the relation, they could be called acquaintances.

Ask students what makes the difference between true friends and acquaintances? Now look at your friends on Facebook and similar social networks (Instagram, Snapchat, TikTok, etc.). When connecting with people, the person sends us a friend request. Is that a real friendship? Among our "friends" on Facebook, there are those we don't know to the extent that we could really call them friends. Ask students for their opinion on what is the difference between best friends and those we accept on Facebook, Instagram and similar social networks?

FRIENDSHIP: Explain to the students that in the next class you will talk about real friends, people we call best friends. Who are our best friends and on what basis can we conclude that these people are our best friends? Encourage students to speak openly about feelings that arise in the presence of sincere friends. Now ask students if trust is an important characteristic of friendship. Students will answer in the affirmative. Ask students if it is important to trust friends? Does it happen that a person trusts his/her friend and later becomes disappointed?

Maybe one of you doesn't have a best friend, which is normal, just as it is normal to have a best friend. Friends and socializing are important because they allow us to learn, to have fun, to develop in personality and to socialize. However, friends can sometimes be people who persuade us to do things and behaviors that we know are risky or can put us in an awkward situation. What can we say about such friendships? Are they good or bad? Then ask what, that is, what kind of behavior and relationship in a certain friendship can make it unhealthy? Why do we call something an unhealthy relationship? For whom is this relationship unhealthy?

On the board, draw a table as in the picture and in the corresponding fields list the most common relationships among young people:

Type of relationship	Contributes to healthy relationships	Harmful to relationships
Friendly relationships		
Peer relationships (acquaintances and for example people in the class)		
Parents, i.e. family ties		
Crush - partner		
Facebook friends		

Ask students, in addition to the friends you mentioned earlier, what other relationships there are between people. Facilitate the interaction by giving an example of friendly relationships, and then ask the students, what other relationships can there be?

You must get the following answers from the students: friendships, peers (acquaintances), family ties and romantic relationships. You can help students by asking them to confirm the links you will list:

- Are peer relationships an example of a relationship between people? (Answer: Yes)
- > Are friendly relationships the same as peer relationships or are they more complex and also belong to relationships between people? (Friendships are more complex and trust is a far more important trait than is the case with people we know and call peers who are not our friends).
- > Can we classify family ties in the category of relationships between people? (Answer: Yes)

Divide the students into four to five groups, assign each group one of the following links (friends, peers, parents, partners and Facebook friends). It is important that the facilitator offers one to two examples (for example, trust), in order to make it easier for students to work in groups.

Work in groups (maximum 10 minutes):

- > What contributes to healthy relations in the relationship that the group got, i.e. what makes that relationship better? (trust, communication, honesty, commitment, loyalty, humor, non-judgmental attitudes)
- > What makes a relationship unhealthy and adversely affects the relationship?? (mistrust, condemning attitudes, jealousy, insincerity, manipulation, poor or no communication, lying,

gossiping, restricting contact with other people, pressure, etc.)

Ask students to return to their seats and in the continuation of the workshop ask each group to present their conclusions. The teacher fills in the table on the board with the students' answers. Encourage students to discuss each group's observations

Continue the workshop with the following questions:

- Are all relationships the same?
- What is the difference between friendly relationships and peer relationships (acquaintances and people from the neighborhood, etc.)
- What do these two types of relationships have in common?
- > What makes them different?
- What about intimate relationships? What are those relationships?
- What is the difference between intimate relationships and friendly relationships?
- > Are they similar or different?
- What are the characteristics of unhealthy relationships in intimate relationships?

Ask students again to return to the same groups and ask them to come up with a story about two young people, which contains examples of unhealthy relationships. Each group should come up with a story about unhealthy intimate relationships. Also, at the end of the story, each group should lead a discussion through which the rest of the students in the class will identify examples of unhealthy behaviors. Also, each group should define with the rest of the class steps that will either make the relationship better or allow the person who is exposed to violence due to unhealthy relationships to leave it.

Facilitators should, during group work, help students with the formulation of stories while the completed table on the board provides insight into the elements of unhealthy relationships. Each group should designate two people to read the story and to lead the interaction to finalize the exercise. Ask students to return to their seats and each group should read their stories. After reading the story, the group leaders should identify with the rest of the students in the class the elements that make the relationship unhealthy and through the discussion identify a potential solution, whether in terms of improving the relationship or leaving the unhealthy relationship altogether.

Final interaction questions:

- > Have you learned anything new?
- > What have we concluded, what kind of connections can there be, regardless of the nature of the relationship?
- > Are unhealthy relationships among young people common?
- > What kind of relationship is harder to leave, friendly or intimate? Why one or the other?
- > If a certain romantic relationship contains more unhealthy elements, is it better to work on improving it or is it better to leave such a relationship?
- > What can stop us from leaving such a relationship?
- > What and who can encourage us to leave such a relationship?

WORKSHOP CONCLUSION:

Whether it is family friendly, intimate or other relationships, they can be based on healthy and unhealthy relationships. Many young people start their emotional and social development by establishing the first, for example romantic relationships, so relationships are opportunities in which we learn about others, about ourselves, but also about ourselves in relation to others. However, some unhealthy relationships based on unhealthy relationships can negatively affect the psychosocial development of a young person, if he/she is in an unhealthy relationship, if he/she does not recognize that relationship as unhealthy and if he/she does not have enough knowledge about what healthy and unhealthy relationships mean.

If we take into account that romantic relationships are often very intimate and people do not talk openly about relations in such relationships, friends and family of a person who is "trapped" in an unhealthy relationship, often cannot respond adequately (encourage the person to leave such a relationship) because they do not know what is happening in that relationship. Also, some people may persuade us to do things we do not want to do and because of which we do not feel comfortable. If, to our displeasure, such persons continue to put pressure on our decision, then we are not talking about mutual respect and we cannot call such persons true friends. True friends and people who love us need to respect our beliefs, our decisions, and our concerns. It is the respect for our feelings and attitudes that is the characteristic of friendships that will last. Otherwise, it is a matter of negative pressure and such relationships either need to be improved or abandoned altogether. That is why it is important that friends, in case they find out that their peer is in such a situation, encourage that person to talk openly about their relationship, which will enable argumentative communication about healthy or unhealthy elements of the relationship.

* Workshop 9:

My relationships

UDURATION:

45 minutes

WORKSHOP OBJECTIVES:

- > Students make a visual presentation of their relationships
- > Students identify different relationships in their lives
- Students list the values they value in themselves and which they seek in close relationships
- > Strengthening students' critical thinking skills

Blackboard and chalk

PREPARATION:

Nothing but review instructions

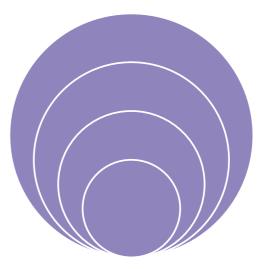
CONDUCTING A WORKSHOP:

Explain to students how they will identify the different types of relationships they have with people. Ask students to make personal lists of their relationships with other people. Ask students if they want to voluntarily share their list with others. Make a note on the board of the different types of relationships they will mention, such as relationships with relatives, friends, and neighbors.

Draw a diagram with four concentric circles (like the ones below) on the board.

Ask students to take out a blank sheet of paper. Explain the following:

- > Draw a series of concentric circles, from smaller to larger, like the ones I drew. Use the whole sheet for the largest of the circles.
- > In the smallest of the circles, write your name (or draw your own picture).
- > Think about the different people in your life. Just outside that small circle, write their names (or draw simple pictures) of those closest to you.
- > In the other two circles, write the names (or draw them) of those who are not so close.



Ask students to form groups of 3 or 4 members made up of those sitting closest to each other. Then ask them to explain the drawn pictures to the other members of the group in two minutes.

Facilitate the conversation by using the following questions:

- Did everyone in your group list the same types of relationships or were there some that were different? Did they all place their family members, friends, neighbors, religious leaders or others in the same circles or in different ones?
- > List some words that describe what you value in the people you are closest to? (*Encourage the conversation with: honest, fair, caring, generous, confidential, fun, understanding, interesting, loving. Write these words on the board.*)

Set aside about 10 minutes for students to explore what is quality in the relationships they value:

- > Think of one person on the list that you would like to move to a completely central circle. Choose one word that best describes what you value about that person.
- > Now find one or two words on the board for which you would like people to say that exactly those words describe you.
- > Praise the virtue you highly value (in yourself or in others) by writing it on a piece of paper in decorative letters or in a creative way.
- > As you write or draw that word, think about what it represents to you.

*♥ Workshop 10:

Peer pressure⁹

(DURATION:

45 minutes

WORKSHOP OBJECTIVES:

- > Students think critically about the influence of peers on decisions
- > Students recognize negative peer influences
- > Students use suggested skills in communicating with peers and negotiating

⊗ REQUIRED MATERIALS:

- > Worksheet
- > Working material

◯ INTRODUCTION

Explain to the students that you will be talking about peer pressure for the next 45 minutes. *Ask students to explain what peer pressure is*. Emphasize that you are not asking students for a definition, but a personal opinion on what peer pressure is. Then explain that peer pressure can be both positive and negative. Ask students to explain the difference between positive and negative peer pressure. You can help them by giving an example.

CONDUCTING A WORKSHOP:

Peers play an important role in a young person's life. When you are getting ready for school, while wearing your favorite pants, T-shirt, sneakers, the choice of what seems most comfortable to us is often harmonized with the norms that our peers follow. As much as we believe that the decisions are exclusively ours, they are partly in line with the expectations and attitudes of our peers. Ask students if it can limit our individuality, ask for the opinion of more students. Conclude that susceptibility to the influences of others can certainly affect the limitation of our individuality (choosing the sport that a person wants to train, clothing style, music we listen to, etc.).

But these are not the only examples of peer influence. Did you happen to slip in front of the school or trip and fall in the school hall? How did you feel? Have you thought more about the pain caused by the fall or what your peers will say? Of course, not all young people are equally "sensitive" to peer attitudes, so we cannot generalize in conclusion that everyone feels the same, but most often, our decisions and concerns carry the weight of our peers' attitudes and opinions.

Divide the class into two groups. The first group should list examples of negative peer pressure, and the second group positive peer pressure. Draw the following columns on the board:

N	egative peer pressure	Po	ositive peer pressure
Ex	amples:	Ex	tamples:
>	Alcohol use	>	Support in refusing to use alcohol
>	Drug use	>	Support in refusing drug use
>	Steroid use	>	They help us make healthy decisions
>	Entering into sexual relations without	>	They help us learn school lessons and
	adequate knowledge and information		complete the homework
>	Violence	>	They help us in case we are exposed to violence
>	Skipping school	>	They encourage us not to skip school
>	The first cigarette	>	They encourage our view that cigarettes and
>	Lying to parents		other unhealthy habits are harmful to health
			and support our healthy choices

To make it easier to work in groups, ask students to list any negative behaviors that negative peer pressure can lead to. Do the same for positive peer pressure.

In the continuation of the workshop, discuss the consequences of each of the examples of negative behaviors that can lead to negative peer pressure.

Example: Ask students what the consequences of alcohol use are, what the consequences of drug use are, and so continue with each example of unhealthy behaviors. Then do the same with examples of positive peer pressure and listed positive behaviors that students have listed. The aim of the discussion is to develop critical thinking and empower students to make a clear distinction between negative and positive peer influences.

In the continuation of the class, explain that peer pressure can be direct and indirect. Sometimes people can persuade us to make a certain decision or they can create the feeling that we are expected to follow a certain pattern of behavior. Peer pressure is the influence of peers on a person's decisions and behavior in a way that they can say or evoke a sense that we need to follow such behavior. With indirect peer pressure, a person will not tell you almost anything that will influence your decision, but will encourage you to behave in a certain way with their attitudes and behavior. Imposed feeling that you think you need to do something because "everyone else is doing it" or because it is a certain "cool and desirable" behavior is a reaction to peer pressure. A large number of boys who started using alcohol agreed to such behavior because they thought that all other young men do it when they reach a certain age, the adult phase. The fact is that a large number of adults do not use alcohol.

Girls are also subject to peer pressure. Some girls during puberty practice being on a diet, to look the way they think they should look and what in their eyes looks like normative behavior. During puberty, our body needs far more nutrients because it goes through the most pronounced phase of development, so following the norm of appearance and behavior that leads to a "desirable appearance" is dangerous and very harmful. Examples are solariums, where friends persuade other girls to use solarium services with them, although it is known that exposure to UV radiation in solariums is carcinogenic and can lead to numerous complications.

The difference between negative and positive peer influences is very pronounced and is based on the final outcomes of such influences. Positive peer pressure can be tied to sincere and well-meaning friendships in which the person encourages our positive efforts and does not negatively influence the decisions we make. True friends and people who positively influence us and our decisions will encourage us to persevere in healthy decisions, will support us to stand up for ourselves, will dissuade us from decisions where there is a certain risk to us and our health, will talk to us when we are worried, will encourage us to laugh and have fun when we are sad.

People who do not wish us well will not link their influence on our decisions to the consequences of such decisions on us and our health. Such people will encourage us to use alcohol, drugs, cigarettes, in case someone insults us, such people will encourage us to retaliate with violence. Such people will ignore our fears, concerns, our attitudes and beliefs. *Unlike well-meaning peers, peers who negatively affect us lead us to regret the decisions*

⁹ Taken and adapted from the Ministry of Education, Science and Youth of Sarajevo Canton. (2013). *Healthy lifestyles*. Sarajevo: Asocijacija XY, 2013.

we have made, so it is important to learn to recognize such people and their negative influences.

An extra step: You can encourage students to talk about personal experiences in the context of pos-

itive and negative peer pressure. Of course, caution should be exercised at this stage because students may tell something that may revictimize them in the event of exposure to violence or a more serious problem.

Why are we subject to peer influence?

Sometimes, young people agree to the behaviors, attitudes, and decisions imposed on them by their peers. The reason may be the fear of losing friendships, sometimes they do it because they do not want to be rejected or they want to fit into some peer group that they find interesting. Sometimes we doubt our own assessments, so the other person seems more mature, i.e. more adult and experienced, so it is easier for us to agree with his/her views and suggestions. The reason may also be our desire to look older, more serious, more mature. Sometimes we are afraid of being ridiculed, so the fear of peer reaction is the reason why our decision is based on their expectations. Sometimes we

don't even know what we want or we don't have the knowledge or skills needed to make the decisions we want.

Now explain that you are going to discuss three true stories that contain elements of positive and negative peer influences. Divide the students into three groups and give each group one story from XX working material. Give the groups five minutes to review the situation and identify the positive and negative impacts. Emphasize that some stories contain both, and some only negative peer influences.

Working materials (You can change the names in the case studies):

Case study 1: Ivan and Samir

Ivan and Samir are best friends. Tonight, they are going to a party organized by their classmate. Ivan persuades Samir to buy a few beers because there will be a lot of girls at the party, so alcohol will help them be cool. Samir thinks that they don't need beer for that and that they will be cool even without it. Ivan says that Samir is like a girl and that a real man is not afraid of a few beers. Samir was bothered by Ivan's remark and wondered if the girls and other boys at the party would really perceive his decision not to drink as a lack of manhood. When they arrived at the party, Samir noticed that his long-standing crush was there. He saw that she was talking to a young man, so he decided to approach her. However, the fear of a direct meeting prevented him from doing so, so Ivan suggested that he drank a few beers, which, according to

Ivan's advice, would remove his fear. Samir drank a few beers and approached Lejla, however, due to the influence of alcohol, he turned out to be funny and answered every serious question with some incomplete and stupid answer. Samir felt terrible, no longer sure he would ever be able to approach Lejla after this unpleasant experience.

- Did you identify the peer pressure in the story? If so, what did you notice?
- How did Samir feel and what did he think after lyan's comment?
- > Did Samir eventually agree to consume alcohol?
- > What happened?
- > What could Samir do instead of consuming alcohol?

Case study 2: Admira and Dajana

Admira and Dajana have known each other since the time they went to kindergarten together. Today they go to 7th grade and are inseparable friends. Admira has been dating Denis, one of the most popular young men in their school, for the past few weeks. Dajana is careful when it comes to Denis because she has heard that Denis is not the guy he presents himself to Admira. One evening, Denis invited Admira to the cinema, and Dajana suggested that she went too, to make sure Denis would not do something that could hurt Admira. Admira said that she should not worry and that she knew Denis

well enough, so she had nothing to be afraid of or worry about. Dajana insisted and, in the end, Dajana and Denis' friend Emin went to the cinema with to Denis and Admira. After the cinema, Denis and Emin suggested they go to a nearby park and drink wine that the two of them had got from a friend.

Dajana was against it and persuaded Admira to go home. Admira was afraid of losing Denis, so she told Dajana to go home and, if she didn't want to drink, to spend the rest of the night in her house. Dajana was angry, but decided to stay to make sure Admira wouldn't do something she would regret. A few hours later, Admira, who does not normally drink alcohol, was visibly intoxicated and was not herself. Denis suggested that they go home to him, and Admira, under the influence of alcohol, completely forgot that her curfew was until 9 pm and that she had to go home. She agreed to go, but Dajana was there and said she would call her parents right away and tell them what she was doing and where she wanted to go. Dajana and Admira quarreled, but still went to their homes. In the morning, Admira called Dajana to apologize for her behavior.

- > What kind of peer pressure is this story about?
- > Have you identified positive peer pressure?
- Did Dajana make a good decision by going to the cinema and the park with Admira? Why?
- Admira agreed to drink wine in the park because she wanted to look cool in front of Denis. Is this peer pressure? What is the consequence of such a decision?
- > What happened after Admira drank a few glasses of alcohol?
- > Was that a good decision? What would have happened if Dajana hadn't been there?

Case Study 3: Sanja and Mario

Sanja and Mario have known each other for a long time, but since last week they have been a couple. Mario invited Sanja for pancakes, which is also their first "date". After the pancakes, Mario suggested they watch a movie, to which Sanja agreed. While they were sitting and watching the movie, Mario kissed Sanja and they exchanged touches, which Mario understood as an invitation, so he started more aggressively, and Sanja told him NO and asked him to continue watching the movie.

Mario didn't seem to understand Sanja's NO, so he continued as if she hadn't said anything. Sanja said NO again and tried to push Mario away from her. Mario became aggressive and told Sanja that she shouldn't have even agreed to come to him if she just thought she was watching a movie. Sanja was disappointed, got up and went home.

- > Is Sanja's story common among young people in BiH?
- > What forms of violence were identified during the case analysis?
- › Did Sanja do the right thing?
- > Did Mario respect Sanja's NO at his request to go beyond the kiss?
- > Did Mario do the right thing and is his argument correct?
- > Do girls sometimes decide to "stay" and if so, why?
- > What would you say to Mario?
- > What would you say to Sanja?

Communication

UDURATION:

45 minutes

♥ WORKSHOP OBJECTIVES:

- > Students evaluate the positive outcomes of communication in expressing their own feelings and understanding the feelings of the interlocutor
- > Students state the reasons for using communication skills in improving relationships with other people
- Students can explain the importance of communication in building healthy relationships
- Students give examples of the link between lack of communication and unhealthy relationships
- > Students use active listening during conversations and discussions with peers

REQUIRED MATERIALS:

No supporting or working material is required.

CONDUCTING A WORKSHOP:

Divide the students into pairs and explain that during the workshop you will ask the students to shake hands with the person who is their partner. If you have an odd number of students in the group, get involved in the process. Ask students to shake hands with their partner. Ask students if they could single out something special about the handshakes they did earlier. Use the following questions:

How did you feel during the handshake?

Were you uncomfortable shaking hands with a person who was your partner?

If so, why? If not, why not?

If one of the students points out that they were not uncomfortable shaking hands because the person they were shaking hands with is a friend, ask if trust is the reason for the lack of discomfort. Now explain to the students to talk to their partner about what they like during the handshake, what kind of handshake they do not like and then at your signal ask again that all students shake hands.

Ask a minimum of five couples to explain the difference between this handshake and the first. Use the following questions:

- > Describe the second handshake?
- > Is the second handshake better than the first?
- Can you single out something that is specific to the second handshake?
- Were you less uncomfortable with the second handshake than you were with the first?
- » If so, what do you think is the reason?

Ask students again to shake hands with the person originally assigned to them. Explain to the students that they have a task to do a perfect handshake this time. Help students with the following factors: grip length, grip strength, eye contact, sweaty hands, "give five" handshake, etc.

Explain to the students that in communication with the partner, they draw attention to the factors that in their case contribute to perfect handshake, as well as those that make that handshake uncomfortable. Ask students to discuss these factors and do a perfect handshake. After 30 seconds to 1 minute, ask students to shake hands again.

Continuation: Now ask students to describe the last handshake, using the following questions:

Has the discomfort that appeared during the first handshake gone?

- What was the last handshake like, compared to the first one?
- > Is there a difference between the first and third handshake?
- What contributed to the third handshake being better than the previous ones?
- How important is communication in the context of improving relationships between people?
- Can and how communication help establish pleasant and healthy relationships between people?

Continue the session. The key to forming healthy and comfortable relationships between people is communication. Communication allows us to say what bothers us in a relationship (friends, peers, etc.) and what suits us. In conversations with friends, young people often communicate about what is good for them in that relationship, but sometimes it is difficult to say what bothers us. What do you think are the reasons why some people have a problem in expressing certain objections to the relationship they have with others?

Divide the students into two large groups and ask each group to choose a group leader. After working in the group, the leader will present the conclusions of the group. Give each group about 10 minutes to answer the questions assigned to them:

Group 1- For what reasons can we hesitate to tell a friend what bothers us in relation to that person? Why should we overcome our own barriers and doubts and still say what bothers us in relation to that person?

Group responses: We are afraid of hurting that person, we do not want to disrupt the relationship, we are embarrassed, we are afraid of conflict, the person does not know how to receive criticism.

Group 2 - If we tell a person what bothers us in relation to that person, how can that positively affect the relationship with that person and how negatively?

Ask both groups to present their conclusions.

- Ask students what they learned from this workshop?
- If we are silent, how does that affect our feelings and position in that relationship?
- > Is silence about what bothers us an approach that will make our relationship better?
- What conclusions did they draw from the handshake exercise?
- What conclusions did they draw from the second exercise (group work)?

CONCLUSION

Communication allows us to tell others what bothers us in the relationship we have with that person, but also to understand and comprehend that person's opinion about our relationship. Communication is vital for establishing relationships but also for their improvement or complete break up. Communication allows us to tell friends what we think, argue, explain our views and views on certain topics. In romantic relationships (crushes), communication ensures that we tell crushes what makes us happy and what makes us sad. Communication shapes relationships and is the foundation for developing healthy relationships. It

allows us to get to know a person, to understand their attitudes and thoughts, to understand their emotions and to get to know their personality. A healthy relationship implies open and unhindered communication, and lack of communication is one of the important signs of unhealthy relationships. When communicating on sensitive topics, such as commenting on a relationship between two people, it is very important to prepare in advance what we want to say, to choose the best way to communicate information and to always start communication with positive sentences, examples and emotions, and only then to communicate the negative.

Workshop 12:

Social rules and violence

(DURATION:

45 minutes

OBJECTIVES OF THE ACTIVITY:

- > Students cite examples of social norms that encourage violence
- > Students associate norms with different forms of violence
- > Students revise their own views on literal adherence to gender norms and correct behavior in accordance with the information provided
- > Students cite examples of different stereotypes and link them to violence and rigid social norms

- > Blank flipchart papers
- > Working material Gender-based violence
- > Working material Consequences of stress
- Markers

NOTE FOR FACILITATORS:

It is important to encourage students to reflect on their own experiences because at this stage of life they most often encounter stereotypical messages. Encourage them to talk about situations where they did not adhere to a certain norm and what followed as a consequence. What kind of comments did they get when they deviated from a certain norm, how did it affect them, how did they feel?

Greet the students and remind them of the previous workshop. Ask students if they remember what you discussed during the previous workshop. Ask if anyone can explain the difference between gender and sex. It is important to remind students at the beginning of the workshop of the meaning of both terms. After reminding the students of the meaning of the term "gender", explain that in the continuation of the workshop you will discuss the link between social rules and the occurrence of violence.

ACTIVITY 1: Act like a man, act like a lady

Duration: 15 minutes (group work) and eight minutes (group presentations), total 23 minutes

Divide students into smaller groups. If you are conducting a workshop with 20 or more students, form smaller groups of five to six members. Form groups based on sex, boys/young men answer the questions "Behave like a man", and girls/young women answer the questions "Behave like a lady".

Each group should receive two blank papers:

Group 1:

Blank paper 1: Act like a man! Blank paper 2: Consequences of deviation

Group 2:

Blank paper 1: Act like a man! Blank paper 2: Consequences of deviation

Group 3:

Blank paper 1: Act like a lady! Blank paper 2: Consequences of deviation

Group 4:

Blank paper 1: Act like a lady! Blank paper 2: Consequences of deviation

Explain to students that they should discuss the following questions and write down their observations and conclusions on a piece of paper:

Paper 1: Act like a man/young woman

> What messages do people around us use to lead us to behave in a way that they consider masculine or feminine? (Example: Be a man, don't cry) > How will the environment see you if you meet these "expectations"?

Paper 2: Consequences of deviation

- > What nicknames or labels can you get if you do not adhere to social expectations (example: a boy does not like to play football, a girl likes to play football)
- > What are the possible consequences social and physical against girls/boys who go beyond their socially desirable roles?

Ask students to answer the questions asked. Give them 15 minutes for this and try to visit each group while working in groups and make sure that the groups discuss the issues in the manner prescribed by the exercise.

Then ask all groups to present their observations in the form of a short presentation, a maximum of 2 minutes per presentation.

Discussion

Duration: 15 minutes

After each group presents their observations, continue the discussion using the questions offered:

- > What messages come to us from your posters? What do we say to boys and what to girls with messages like this?
- > Pay attention to the answers to the question "How will the environment see you if you meet these 'expectations'?"
 - » Does the society in this way reward those who literally adhere to these rules?
- » Does the society at the same time encourage the condemnation of those who do not adhere to these rules?
- > Are the consequences of "non-compliance" with these rules fair?
- > Who most often punishes young people if they do not adhere to these rules? Parents or peers?
- > Can any of these rules be used as a basis for vi-
 - » Labeling people who deviate from the rules!?
- > Can such rules discourage a young man from reporting the violence to which he is exposed?
 - » How will other students react to a peer who reports violence?
 - » Will he view it as a brave decision or a coward?

- » But looking at the whole picture, isn't it braver to stand up against all the rules and report the violence?
- ► Does the person, in this way, oppose both the person who commits the violence and the society that encourages him through stereotypical rules?
- > Can such rules "increase the effect of violence"?
 - » Example 1. Students call out a classmate that he is a girl because he doesn't know how to play football?
 - » Example 2. Several female students spread false information that a female student in their class changed boys on a daily basis and behaved inappropriately.

Explain to students that many of the rules they have singled out are actually gender stereotypes. Ask students if anyone can explain what a stereotype means.

A stereotype is a generalization about a group of people, by which the same characteristics are attributed to almost all members of that group, without taking into account the actual variations between persons belonging to that group.

Explain that gender stereotypes are a generalization of certain characteristics, differences, and characteristics based on gender or sex. Example: All men are strong! Men are better mathematicians! All the girls are gentle and timid!

Note: During conversations about gender-based violence, young people often "hastily conclude" and blame the victim for the violence to which they are exposed, or see a certain vulnerability of the young person as a natural call for violence ("a boy who is withdrawn, is naturally to be teased"). It is important to encourage discussion in which a person exposed to gender-based violence will not be "blamed" for the violence to which he or she is exposed. The "victim-culprit" mentality shifts the focus of quilt from the perpetrator to the victim and is common among young people. It is important to emphasize that any form of violence is actually behavior with a clear intent to hurt another person and that the only culprit in this context is the person who is behaving violently. It is important that peer educators encourage a change in students' attitudes and help to share a common understanding of violence as the choice of the perpetrator, not the victim's guilt.

If a boy or a girl does not behave in the way that "society expects", they do not fit into the norm, i.e. social rule. Example: A girl who is assertive and penetrating will be characterized as masculine, and a young man who is withdrawn as "feminized", which are stereotypes and prejudices. Gender stereotypes are often the basis for labeling others and different from what is established. It is especially important to discuss other rules that often encourage violence. In addition to the norms, i.e. unwrit-

Questions for the final discussion:

Can we say that some of the mentioned forms of violence are more or less dangerous? Ask a couple of students to give a few examples of milder and more severe forms of violence. Ask them to explain to you on the basis of which they rated one violence as milder or more difficult than the other. What are the consequences of these forms of violence? How does a person who is exposed to any of the above feel? How would you feel?

If someone is called derogatory nicknames every day at school/or that person is rejected/or teased, how could that person feel? What can I do? Is this ten rules about which the system of "punishing" those with certain attitudes or behavior deviates from them. We have mentioned labeling, so we will dwell for a moment on the link between social rules and the occurrence of violence. Ask students for attention!

Write the following words on the board: Ridiculing, calling out, giving derogatory nicknames, teasing, slandering, posting negative comments, spreading gossip, rejection, isolation, not allowing access to the group on social networks or remove from the group, homophobic labels, coercion. Explain to the students that you listed the most common forms of violence in schools, which are often conditioned by social rules. However, when any form of violence occurs on the basis of one's gender identity and behavior, then we call that violence gender-conditioned or gender-based violence.

Gender-based violence in schools is any form of violence or abuse that is based on gender roles and gender relations. It can be physical, sexual, psychological or a combination of all of the above. It can happen at school, around school or on the wav to/from school and online. Male and female students can be victims, but also persons who commit gender-based violence. No matter what the form, people exposed to gender-based violence achieve poorer results in school and endanger their mental health.

Ask students to read all of the above and to consider whether and in what form, some of the listed behaviors occurred in their vicinity. End the workshop with a discussion and conclusion that you will make based on the students' answers.

less dangerous than physical violence, such as a

Explain that all forms of violence are equally severe and complicated because the severity is not determined by the approach to the violence, but by the feelings of the person exposed to the violence. There is no person who is immune to violence. Research has shown that people exposed to violence perform worse in school, leaving long-term consequences on employment and the future ultimately. Ask students to investigate the consequences of violence to young people their age.

Working material: What is violence?

Any intentional behavior that a person or group uses to hurt or humiliate another person is violence. Giving derogatory names, making fun of peers in the classroom, posting negative comments on social networks, threats, pushing, teasing, are the most common forms of violence among young people in primary and secondary schools. Young people are often confused by the difference between joking and violence.

The difference is simple and we make it based on the feelings of those who are exposed to a certain behavior.

According to the US Center for Disease Control (CDC), interpersonal violence is defined as "intentional use of physical force or power, by a threat or actual act, against another person or group or community, which results or is likely to result in injury, death, psychological consequences, inadequate development or deprivation."

The World Health Organization (WHO) defines violence in a similar way. According to the WHO, violence is defined as "the intentional use of force or power, by threat or actual action, against oneself, another person or against a group or community, which leads or is likely to lead to injury, death, psychological consequences, inadequate development or deprivation". This definition is current in the international report on the occurrence of violence "World Report on Violence and Health" from the 1999 and is often used as an international definition, although there are other similar definitions.

The mentioned report presents a typology of violence which, although not internationally accepted, can be used and useful in understanding the context in which violence occurs and the interrelationships between individual forms of violence. This typology separates four modalities in which violence can be committed:

- 1) physical violence,
- 2) sexual violence,
- 3) psychological attack, and
- 4) deprivation.

It further divides the general definition of violence into three subgroups in relation to the victim's relationship with the violent person:

- > Violence against oneself
 - » It refers to violence in which the perpetrator of violence and the victim of violence are the same individual and appear as self-harm and suicide
- Interpersonal violence
- » It refers to violence between individuals, and is further divided into violence committed by family members, partner and community violence. This category also includes neglect of children, violence in relationships, violence perpetrated by adults and the elderly. This category is further broken down into violence committed by close people/someone we know and violence committed by strangers, i.e. unknown persons, which further includes peer violence, injuries inflicted by unknown persons, violence in the workplace and other institutions.
- Collective violence
 - » It refers to violence perpetrated by a larger group of individuals and can be divided into sociological, political and economic violence.

What is gender-based violence?

Gender-based violence is a phenomenon that continues to create numerous confusions, especially since many do not manage to distinguish between violence and gender-based violence. Gender-based violence is a general term used to encompass forms of violence that emerge as a result of normative roles and expectations related to gender, inequality, unequal decision-making power, and within the context of a particular society.

Gender-based violence is not exclusively targeted at women. Women are exposed to it, but also men. Gender norms are an important generator of gender-based violence. Gender norms in Bosnia and Herzegovina, not only define the roles and responsibilities of men and women, but in a broader context, encourage stigmatization of those who do not fit into the norm, and often violence against people living outside the gender framework, i.e. they oppose stereotypical and conservative roles of both sexes and genders. Society in Bosnia and Herzegovina does not recognize more than two gender positions.

Depending on the form, gender-based violence¹⁰ leads to sexual, physical and psychological consequences in girls and boys. It includes any form of violence or exploitation based on gender stereotypes. The basic intention of gender-based violence is to strengthen gender roles and implement gender inequalities. It includes but is not limited to physical violence, rape, unwanted and inappropriate sexual contact, unwanted and inappropriate sexual comments, group condemnation and punishment, abuse and verbal abuse.

Unequal distribution of power in relationships between adults and children, both men and women,

contributes to gender-based violence. Violence can occur in and around schools, on the way to and from schools, and can be perpetrated by teachers, students or members of local communities. Both boys and girls can be victims of violence, but they can also be bullies. Such violence can negatively affect the well-being of young people, putting them at increased risk of achieving lower academic outcomes due to absenteeism, truancy or loss of motivation to achieve academic success. Violence also affects their mental and physical health, resulting in physical injuries, unwanted pregnancies, sexually transmitted infections, or emotional/psychological problems and illnesses.

RESOURCE MATERIAL: CONSEQUENCES OF STRESS

The feeling that you are under intense pressure or that you are facing complicated demands that exceed your capabilities is not unique to you. Almost all people during life, and especially during puberty, face the same or similar feelings. We will simplify this topic with examples that best illustrate situations in which we may feel stress: school exams, peer pressure, crush, loss of money, school change, breakup with a loved one, parental divorce, peer relationships, and especially unhealthy relationships; violence; grades in school, going of parent/guardian to the parent-teacher meeting, etc.

However, people deal with such situations in different ways, and depending on how they deal with stress, the degree of "consequences" that stress has on our body also depends. On the positive side, we can all learn how to deal with stress by learning how to stay calm and composed, who to turn to for support and help in situations where that help can be helpful, and how to recognize situations and things that calm us down, and use them in situations when we need to relax and reduce stress.

Stress affects all people!

Adults and young people, boys and girls, all face situations of heightened stress. However, not everyone speaks openly about it, so it may seem to you that only you or your friend has a problem with stress. What puts adults in a better position is the

fact that it is easier for them to agree to seek support when they need it. Young people often feel that they have to solve certain problems or situations on their own and the lack of adequate advice or interlocutor can leave us alone with our assumptions that may not always be correct. Therefore, a certain problem may seem unsolvable to us, the fear of facing a peer with whom we are in conflict may be the reason why we do not want to go to school, etc.

Effects of stress

Not only does stress affect our emotions and thoughts, but together with emotions and thoughts it affects almost all processes in our body. Example: A teacher turns a page in a school diary with your name on it and says that he/she will test your knowledge today. Immediately the heart starts beating faster, the blood pressure rises and you can already easily recognize the body's reactions to stress. Your palms are sweating, you are thinking faster than usual, you are trying to resolve the situation and the physical response is following your mental and emotional state. You may not be able to influence the teacher's decision to call your name and test your knowledge, but you can influence the way you deal with it.

In the table below you can see how stress affects our body, but also how a relaxing and relaxed approach to coping with stress can eliminate the physical signs that are a consequence of stress:

Ignoring stress Relaxing approach > Pulse reduction Accelerated pulse > Reduction of blood pressure > High blood pressure > Accelerated heart rate > Normalized heart rate Reduced muscle contractions and muscle tension > Increased muscle contractions and increased muscle tension > Shortness of breath > Normalized breathing > More intense stomach problems > Reduction of stomach problems > Elevated body temperature > Reduction of increased blood pressure

Good or had stress

> Narrowing of blood vessels

Stress can be observed in two ways, i.e. we can divide it into "good" and "harmful" stress. A certain amount of "good" stress and tension can get the best out of you (you were afraid of getting a bad grade and you decided to study tonight, and tomorrow when the teacher called your name, you got a good grade). Bad stress can lead to a number of side effects (headache, insomnia, nightmares, irritability and fatigue), and they are more pronounced if you do not adequately address the cause of the stress such as ignoring stress, thinking that your actions cannot prevent the problem which you think about in advance (Example: Even if I study, the teacher will find a question to which I will not know the answer, I am so unlucky that even if I study, they will surely ask me what I do not know).

Why is it important to talk?

Remember some awkward situation you faced in elementary school? How did you feel then and do you feel the same now? What has changed? What seemed like the biggest problem to us yesterday, will most likely seem simple and solvable tomorrow. Life is dynamic and brings some new possibilities every day. People change, society changes, and so do we.

When we feel anxious or that a certain situation seems unsolvable, an important ally in finding a solution is CONVERSATION!! Maybe our interlocutors have already experienced the same situation, or they know someone who has, so they can give us advice guided by previous experiences. Maybe they are experts (pedagogues, teachers and psychologists) who know how to help us solve a certain problem through advice and contribute to reducing stress. Maybe it's our parents, because they also grew up and faced the same or similar situations.

> Normalization of dilation of blood vessels

Example: The student is under a lot of stress because due to the loss of concentration, he/she cannot focus on learning and is afraid that he/she will get a bad grade. He/she decided to talk to an expert who explained to him/her how to eat, but also to find an adequate way to learn through fun, increase the degree of concentration and surpass not only himself, but also most students in the class who do not know about such techniques. This may sound unbelievable to you, but there is food that improves concentration and there are techniques to reduce stress and encourage concentration, but it is best to talk about it with people who are experts at it.

¹⁰ This definition of gender-based violence in schools is based on the conceptual framework of the *Safe Schools Program* and includes a synthesis of internationally recognized definitions in the field of education, health and child protection, the UN and its specialized agencies (such as the World Health Organization – WHO).

Area: puberty and changes in puberty

** Workshop 13:

Puberty interview¹¹

AGE:

5th, 6th, and 7th grade

UDURATION:

45 minutes

WORKSHOP OBJECTIVES:

- > Students conduct interviews with parents on the topic of puberty in preparation for participatory learning in future workshops
- > Developing research skills in students

♥ REQUIRED MATERIALS:

- > Copies of Parent Interviews for all students
- > Alternative: Resource material "Basic information about puberty"

CONDUCTING A WORKSHOP:

The teacher introduces the students to the basic information on the topic, stating that the topic of puberty will be addressed using various interactive techniques and a series of related activities. In order for students to prepare for participatory learning about puberty, the first step is to conduct interviews with parents or guardians. The teacher should explain the interview procedure and the final outcome of the process.

Before students are given an assignment, the teacher should inform the parents that they will be interviewed and that they can talk to their children about their concerns during the interview, which is the essence of the interview. Many parents do not know how to start a conversation about puberty, so an interview is a great opportunity, but some parents may lack information on this topic. It is therefore helpful to offer parents more information to prepare for a conversation about the changes in puberty and any concerns that may arise in children at this critical time in life.

To prepare parents, teachers can organize an introductory lecture and hire experts from NGOs or higher education institutions, and the session can be realized by biology teachers. An alternative step is to distribute resource material to parents before the interview, and as part of preparing parents to discuss puberty.

Puberty - interview

In order to prepare for the next class, we need the help of your parents/ guardians. We have prepared a few questions that your parent or other adult person you trust can answer. If during the conversation you feel the need to talk to a parent about another issue or concern, this is a great opportunity. Puberty is a very complex topic, so it is important to allow the person you are going to interview to prepare. Although all adults also went through puberty, it was a long time ago, so they need time to remember what happened in that period of their lives.

Step 1: Take this questionnaire home

Step 2: Show parents/guardians this questionnaire and agree to go through the answers to these questions together.

Step 3: Make an appointment when you will discuss these issues. Give parents a questionnaire to prepare for the interview

Step 4: Interview the parent using the attached questions. The interview should not last longer than 30 minutes

Step 5: After you have answered all the questions, sign and the interview is

Step 6: If you have not found the answer to any of the questions, you can send an inquiry to one of the well-known youth organizations that deal with these and similar topics. We suggest that you contact the Institute for Population and Development IPD (Sarajevo), the Institute for Youth and Community Development Perpetuum Mobile (Banja Luka) or Youth Power (Mostar). Their email addresses and other information are available at: https://youngmeninitiative.net/bs/

Working material 1: Interview questionnaire

Interview:

- 1. What was the first sign that you noticed and realized that you had entered puberty?
- 2. How old were you?
- 3. What are the good sides of puberty? What would you single out in particular?
- 4. What is complicated and difficult during puberty? Did you have any concerns or problems during puberty?
- 5. How did you overcome that concern or problem?

Cut off the bottom and bring it to class.
You can keep the completed questionnaire!

Student's name

Name of parent / guardian

¹¹ Retrieved and adapted on September 23, 2021 from "Elementary School Sexual Health Manual - A Guide for Teachers", 2013. Available at https://northernhealth.ca/Portals/o/Your_Health/Programs/Public%20Health/ElementarySchoolSexualHealthManual-GuideforTeachers.pdf

*♥ Workshop 14:

Puberty

AGE:

5th, 6th, and 7th grade

(DURATION:

45 minutes

WORKSHOP OBJECTIVES:

- Students share experiences and observations gained during parent interviews (previous workshop)
- Students reflect and discuss the changes that occur during puberty in boys and girls
- > Developing presentation skills in students

REQUIRED MATERIALS:

- > Papers for question
- > Pencils
- > Box or basket for questions

PREPARATION:

Distribute blank notes to students before the workshop and explain that they will be able to use them in case they want to ask a question and do not want to do it in public. For everyone else who has no questions, suggest that they draw something of their choice on the note and put it in the box provided. In this way, it is possible to avoid students recognizing who asked the question and who drew

the picture instead of the question. Towards the end of the workshop, the facilitator opens the box and answers all questions. It is important to leave 5-10 minutes for answers to the questions from the box, so the educational part of the workshop should be realized during the first 35 minutes of the class.

◯ INTRODUCTION

Say hello to the students and explain that you will be talking about puberty for the next 45 minutes. If students were given an assignment in the previous class to interview parents about their experiences during puberty, ask each student to share their own feelings and observations that arose during the parent interview. The aim of the interview is to open the communication of students with their parents, i.e. guardians, and to raise their awareness that their parents have also gone through puberty. After each student shares their own experiences during the parent interview, continue the workshop on puberty.

To discuss students' experiences and observations during the interview, you can use the following questions:

- > Were you surprised by any of the answers you received during the interview?
- Did you learn anything about your parents that you didn't know before the interview?
- Did you learn anything about yourself during the interview?
- Are there similarities or differences in your parents' experiences during puberty compared to your own?

This is a sensitive topic that is a source of many concerns among young people. Repeat to students that during this exercise they can ask questions in public or they can do so using notes. It is necessary for each student to receive a blank piece of paper on which to write the question. Explain to the students that halfway through the workshop you will ask all the students to write their question on the blank sheets, and those who do not want to ask a question should draw any drawing. Questions and drawings should be crumpled and put in a question box. We use this principle so that students cannot know who asked the question and who drew something. This will encourage students to ask a question, even when it comes to very sensitive topics and other personal concerns about which young people want more information.

Divide the students into two groups, according to sex. Both groups should receive one blank flip-chart paper. An alternative to flipchart paper can be hammer paper or a board divided into a section for boys and a section for girls.

Both groups should draw the silhouettes of the person, the boys should draw the boy, and the girls should draw the silhouette of the girl. Both groups should draw and mark on the silhouettes the changes that occur during puberty.

Boys will most likely report the following changes:

- 1. The growth of the body and all its parts
- 2. Voice mutation (getting deeper)
- 3. Development of muscle mass
- 4. Genital development
- 5. Sperm production
- 6. Increased hairiness and sweating
- 7. Mental changes including first wet dreams

Discussion questions:

- > What changes are specific to boys only?
- > What changes are specific to girls only?
- > What changes are common to both sexes?
- Have you ever heard from your peers about certain concerns that worried them during puberty, related to some of these changes?
- > What are the most common concerns of boys?
- > What are the most common concerns of girls?

Girls are most likely to report the following changes:

- 1. The growth of the body and all its parts
- 2. Voice mutation (voice becomes louder)
- 3. Breast growth
- 4. Genital development
- 5. First menstruation (Menarche)
- 6. Increased hairiness
- 7. Development (expansion) of the hips
- 8. Mental changes

Give the groups 15 minutes to complete the task. After that, both groups have three minutes each to present their drawings. At this stage, ask students to write a question or draw any drawing on the notes you handed out to them. Give students three minutes to write a question/draw a drawing. All students should crumple the notes and put them in the box provided.

The teacher should take out each note, in case of drawings thank for the contribution, and in case of questions answer each question. If the teacher does not know the answer to the question, it is important to explain that at that moment he/she is not sure of the correct answer, and that he/she will answer the question in the next class. In the continuation of the workshop, paste the drawings of both groups on the board and leave a free space between them. Now distribute A1 material to the students. Each student should receive one copy of A1 working material. Ask students to read the content of the material. Ask the groups if they left something out that is in the working material. If they did, allow the groups to refine their drawings. Any changes take two to three minutes. Continue the workshop with a discussion of the common changes we notice in both sexes, as well as those that are sex specific.

WORKSHOP CONCLUSION:

Puberty is the time when the bodies of boys and girls go through the most intense changes. We talked about body changes today, but there are other changes we will be talking about in the coming classes. Physical changes are the most pronounced and they can often create certain concerns. Your teachers, parents, grandparents also went through puberty. Every puberty is experienced in its own way and it is possible that certain changes frighten us, confuse us or that we simply think that some of them happen only to us.

Maybe some things suddenly seem boring to you, and until yesterday you enjoyed them. Maybe you suddenly don't like the music you're listening to

anymore. Changes in interests, behaviors and even emotions are all normal changes that accompany growing up. Some people go through puberty easily, while for some young people, puberty is extremely difficult and complicated. You may suddenly start asking countless questions about yourself and your position in relation to the society in which you live. Maybe it will be a time of extreme satisfaction or dissatisfaction. What is important is that you know that all these changes are normal, and if some of them worry or frighten you, consider talking to your parents, guardians or teachers. Surely, adults can give a meaningful and simple answer to some of your questions.

Working material A1

Changes	Girls	Boys	Key information
Skin	The skin becomes greasier and acne can occur to a greater or lesser extent.		This phase lasts during adolescence and after that it mostly stops. Regular hygiene of the face and skin with soap and water keeps the face and skin tidy.
Breasts	Breast enlargement, swelling and pain may occur.	Breasts can swell. Breasts can be of different shapes, and each shape is normal.	Breasts do not have to and most often do not grow proportionately. Often one breast is bigger than the other, and that is completely normal.
Hair	There is an increase in the hairiness of the legs, armpits and pubic areas	There is an increase in the hairiness of the face, legs, chest, armpits and pubic area	The amount and appearance of hair in certain places is individual. Some boys may have less hair on their chests and more on their legs and vice versa.
Body weight	The body grows rapidly, the hips expand, the breasts enlarge, the height and width increase. Shoulders and chest expand, there is an increase in body height and width.		Girls reach optimal height earlier than boys. However, at the end of puberty, boys are taller and have a higher body weight. It is possible for a person to grow slower than their peers, but to reach height and width later. Growth intensity is individual.
Sweating	Increased sweating occurs and an unpleasant body odor may occur.		This is normal. Daily hygiene can help control sweating and the appearance of unpleasant odors.
Voice	The voice becomes louder	The voice deepens	A man's voice can suddenly change from high to low and vice versa. It is possible that the so-called crackling voice appears, which may be annoying, but it's fleeting.
Male sexual organs		Erections and wet dreams occur. The penis and testicles also grow.	Erections and wet dreams are completely normal and harmless.
Female sexual organs	Menstruation begins and vaginal discharge may occur.		Menstruation is initially irregular. It can be painful or completely painless. Vaginal discharge is also completely normal.

I ask you, you ask me about puberty

.... AGE:

6th and 7th grade

UDURATION:

one month (series of several classes)

WORKSHOP OBJECTIVES:

- > Students develop educational posters based on collected information and research work
- > Students use digital tools to present the final results
- Raising young people's awareness of the changes that occur during puberty in boys and girls
- > Developing research, entrepreneurial and presentation skills in students

REQUIRED MATERIALS:

- > Define the prize for the winners of the final competition
- > Copies of Tables 1 and 2
- > Projector
- > Laptop
- > Camera/cell phone with high resolution camera

₽ INTRODUCTION

In our city and country, there are young people who do not have the opportunity to learn about the changes that occur during puberty. It should be borne in mind that puberty can be confusing or even lead to insecurity, some of them can be worried, scared and even confused. In order to make learning and research about puberty fun and useful in many ways, in the next month we will organize several related activities that include research, preparation of posters, use of social networks and competition in the promotion of your works.

In the first phase, it is necessary to do research on puberty, changes that occur during puberty and persons/institutions where young people can get quality and relevant information and advice. You will use the findings of your research to make an informative poster with the basic information you came to through the research.

In the second phase, you will present the findings of your research. During the presentation, we will analyze each paper and compare the findings of each group.

In the third phase, each group will present the work in an innovative way. The goal is to reach as many young people as possible with your posters, and the group that wins this competition will receive a special prize.

NOTE: Prizes do not have to be material, but can be in the form of free time, a grade bonus, etc. A grade bonus can be an additional system of motivation. In case the teacher decides for this model, it is necessary to keep a record of bonuses, so that later, in cooperation with each individual student, agree on the use of bonuses in case the student does not learn certain material in the field of reproductive health or to get better grades when answering or giving a final grade. In this way, each activity received an additional motivating factor, and each group will have the opportunity to achieve additional bonuses through different activities, which directly involves students in the formation of the grade. It is important to note that in this way, the teacher does not lose control over the grading system, but through an additional system he/she establishes even better cooperation with the student, not only in the learning process, but also in achieving better performance and grades.

are similar, but there are also differences. For this reason, your task is such that we have asked your teachers to divide you into two groups. A group of boys and a group of girls.

Both groups have an equally complicated but important task. You need to define the changes that

Boys and girls go through puberty. Many changes occur during puberty, list the most common concerns and fears, and offer information where your peers who do not have the opportunity to attend Healthy Lifestyles can get quality answers.

> Distribute Tables 1 and 2 to the students. You give Table 1 to the male students and Table 2 to the female students.

Table 1. Boys (Note: add rows as needed)

Body	Change	Who can answer your question	What answer can you get
Thoughts			
Feelings			

Table 2. Girls (Note: add rows as needed)

The body	Change	Who can answer your question	What answer can you get
Thoughts			
Feelings			

At the end of your research, present the collected information in the next class. But you need to form and present the presentation in a creative and efficient way. Your presentations should be in the form of information posters. You can use different modalities in making a poster:

- > Digital form (in the case of a digital form, a projector is required for the presentation of the poster)
- > Printed form
- > Poster on hammer paper or flipchart paper

The teacher should discuss the research findings in class and analyze the answers of each team through a discussion. After the presentations, each paper should be converted to digital format. The simplest way is for each group to take a picture of their paper with a mobile phone or camera. The photo of the paper is a digital format that can then be used for online competition.

Competition: In order for young people who lack information to get an answer or information on where and to whom they can contact in order to solve their problem, in the final phase of puberty research, we will organize a competition via social networks. Each group should publish their paper and get as many likes and as many shares as possible. The teacher should determine the duration of the competition. We suggest that the competition lasts a maximum of 10 days. After the end of the competition period, the students present the achieved results in the next class.

If there is a classroom with an internet connection in the school, we suggest that you determine the presentation of the results and the announcement of the winners using a laptop with which you will access the Internet and together with the students determine the winners according to the results you see during this class. The team that achieves the best results will win the award. The teacher should determine the type of award. The prize can be a day off or the school will publish the winning paper on official communication channels (website or social media profile), which is an affirmative method that can motivate young people to work on a mini project in the hope of winning such an award. An alternative prize could be a certificate of the winner, which you can download from the Youth Initiative/Resources/Certificate for Winners website.

Physical, social and emotional changes in puberty and adolescence¹²

UDURATION:

45 minutes

WORKSHOP OBJECTIVES:

- > Students discuss physical and social changes during puberty and adolescence
- > Students understand the importance of properly and accurately informing about puberty and using verified sources
- > Developing decision-making skills in students

REQUIRED MATERIALS:

- > Puberty cards
- > Writing board
- > Sellotape

CONDUCTING A WORKSHOP:

Greet the students and explain that you will discuss changes during puberty today, but through the prism of physical and social changes. The teacher writes two titles on the board:

- > Physical changes
- > Social and emotional changes

Distribute Puberty cards to students so that each student receives one card. Explain to the students that they are discussing the card they have received with the person next to them (it is important that each student has an interlocutor). During the discussion, both should determine which category the change assigned to them belongs to. Ask students to place the cards on the board.

The teacher should then, together with the students, revise the position of each card and possibly make corrections in case a certain change is placed in the wrong category. It is important that the teacher explains each of the changes used on the cards.

Correct answers:

Physical changes	Social and emotional changes
Growth in height	Mood swings
The skin becomes greasy	Sexual thoughts and fantasies
Acne (pimples)	Sexual feelings - attraction
Voice changes	Interest in romantic relationships
Beard and mustache growth	Friendships are becoming extremely important
The hair becomes greasy	Occasional feelings of loneliness and confusion
Armpit hair growth	Expressed need to belong and fit in
Pubic hair growth	Greater need to please others
Increased sweating	Thinking about the future
Breast growth	Concerns about appearance
Hip spread	The desire to be independent of others

¹² Retrieved and adapted from Teaching sexual health. Retrieved on November 11, 2010 from https://teachingsexualhealth.ca/teachers/grade/grade-7/.

Physical changes	Social and emotional changes
Wider shoulders	
Start of sperm production	
Menstruation	
Penis growth	
Testicular growth	
Production of sex hormones	
Wet dreams	
Erection (stiffening of the penis)	
Ejaculation (sperm coming out of the penis)	

Ask students to list any changes that may have been omitted and complete the list with suggested changes. If students offer incorrect information or changes that are not correct, it is important to correct them and resolve any misunderstandings about the changes you are discussing. In the continuation of the workshop, discuss with the students using the offered questions:

- > Where or from whom do you learn about changes in puberty?
 - » Friends
- » Family

- » School
- » Media (Internet, magazines, TV)
- Where do inaccurate or incomplete information about puberty most often come from?
- » Uninformed peers
- » Unverified and unprofessional media
- > If we are worried, who can we turn to?
- > If we want accurate information, who can we
- » During the discussion, ensure that students list parents, teachers, pedagogues and health professionals

WORKSHOP CONCLUSION:

Thank the students for their active participation in the workshop. Emphasize that many young people during puberty may be concerned about the looks or feelings that occur during puberty, but that there are trusted people in our environment who can

give us accurate and verified information. Many

Working material: Puberty cards

Growth in height Mood swings The skin becomes greasy Sexual thoughts and fantasies Sexual feelings - attraction Interest in romantic relationships Acne (pimples) Voice changes Beard and mustache growth Friendships are becoming extremely important The hair becomes greasy Armpit hair growth

Pubic hair growth Occasional feelings of loneliness and confusion Increased sweating

Expressed need to belong and fit in

concerns can be based on inaccurate information, so we must take care that the focus in the search for an answer is on the relevance of the source of the answer.

Breast growth

Hip spread

Greater need to please others

Wider shoulders

Start of sperm production Thinking about the future

Menstruation

Penis growth

Concerns about appearance

Testicular growth

The desire to be independent of others

Production of sex hormones

Wet dreams

Erection (stiffening of the penis)

Ejaculation (sperm coming out of the penis)

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Puberty (Research)

AGE:

8th and 9th grade

U DURATION:

45 minutes

WORKSHOP OBJECTIVES:

- Students research information and develop presentations about puberty in boys and girls
- > Students notice and interpret differences in puberty in boys and girls
- > Developing research and presentation skills in students

working material

CONDUCTING A WORKSHOP:

Divide students into 2-4 groups, one or two groups of boys and one or two groups of girls. If you are limited by the number of boys/girls, i.e. if you have more boys or girls in the class, form groups according to the number of students, for example three groups of girls and one group of boys or vice versa.

Students should prepare presentations on the puberty of boys and the puberty of girls. Boys prepare a presentation about the puberty of boys, and girls about the puberty of girls. You can also organize the reverse concept, so that the boys prepare a presentation about the puberty of the girls, and the girls about the puberty of the boys. Give students 7-10 days to research the topic. The working material offers basic information that can serve as a supplement to the research. The groups should include the following in the presentation:

- > What is puberty
- What causes puberty
- > What are the changes in puberty
 - » o Physical
 - » o Behavioral and emotional changes
- > The most common concerns of young people about puberty
- > Examples of celebrities who told the story of their puberty

All members of the group should participate in the preparation and implementation of the presentation. Presentations should not last longer than 20 minutes. In the next class, both groups present their presentations. After the presentations, the teacher should discuss the group responses and compare the puberty of boys and girls. By this we mean the observation and interpretation of differences in the puberty of boys in relation to girls and vice versa.

Working material: Puberty in boys and girls

Puberty in girls

For girls, puberty begins between the ages of eight and 13, that is, about two years earlier than in boys. Girls usually complete puberty between the ages of 16 and 17 or when the growth of their skeleton is complete. Changes in puberty vary from person to person and when a girl will begin her journey of change through puberty depends on factors that are still not fully explained today. How the body knows when to start with the changes inherent in puberty, no one can explain. There are certain assumptions that the body does this based on weight gain.

Some authors point out that when the body notices that there has been an increase in mass, it only begins the process of initiating the onset of puberty. Recent research tells us that girls with higher body weight enter puberty sooner than those who are thinner. In obese girls, menstrual cycles will begin sooner, i.e. they will experience their first menstruation (menarche) sooner than those who are thinner. Although it can vary in time, sequence, and speed, girls' body development usually goes in this order:

- > When the biological clock reveals that it is time to start puberty, the pituitary gland begins to secrete follicle-stimulating hormone and luteinizing hormone, which further lead to the secretion of estrogen, and this happens while the girls are sleeping. Between the ages of 11 and 14, the amount of follicle-stimulating hormone increases during the day.
- As puberty continues, the ovaries produce more and more estrogen which is released from the ovaries into the bloodstream. Estrogen is responsible for the formation and development of primary and secondary sexual characteristics of girls. Under its influence, the fallopian tubes, uterus and ovaries experience their full development. The breasts also begin to grow and develop, often on only one side at first. Full breast development takes about two years.
- > Due to the high concentration of estrogen, the skin remains smooth and tender compared to the skin of boys, and the first hairs appear on the body, especially in the pubic region.
- > Bones also develop, especially those responsible for height.
- > The changes that occur during puberty prepare a girl for her reproductive life, which includes fertilization and childbirth.
- > Between the ages of 11 and 12, ovulation begins in girls. Many girls do not feel the internal symptoms of ovulation
- > The first ovulation is usually related to the first menstruation, but it doesn't have to be that way. Some girls experience their first period a few months before their first ovulation. In the first year after menarche, 80% of menstruation does not include ovulation
- > Inside the female body, the surface of the vagina hardens.
- The cervix begins to produce mucus that the vagina releases. This is normal and mucus is a sign of a natural change related to fertility and menstruation.
- > Girls also experience accelerated growth, dilation of the pelvis and hips, increased fat tissue, and the skin becomes greasier, which increases the likelihood of acne.
- Like boys, girls discover changes in their feelings and interests during puberty.

Puberty in boys

For boys, puberty usually begins between the ages of 10 and 13, a few years later than for girls. Boys usually end puberty in their late teens or early twenties, when bone growth is complete. Like girls, boys, in addition to changes related to their body, also discover changes in their feelings and interests during puberty. Physical changes in boys occur in the following order:

- > The brain i.e. the hypothalamus begins to produce and release hormones into the bloodstream that lead to testicular growth. Hormones are also released into the bloodstream after they reach the testicles and stimulate the secretion of the male sex hormone, that is testosterone.
- > The testicles and penis also undergo changes at this stage. Testicular growth occurs first, followed by penis growth a year later. The epididymis, vas deferens, seminal vesicles and prostate will continue to develop over the next few years.
- > Increased amount of testosterone in the body leads to accelerated growth of hair, bones, muscles as well as other parts of the body. In boys, due to changes in testosterone secretion, longer and heavier bones are formed, more muscle mass, thinner and firmer skin, deeper voice, pubic hair grow, facial and chest hair appear, sexual urges intensify and metabolism is significantly accelerated.
- > The skin becomes greasier, which increases the likelihood of acne, skin problems. About half of boys have the experience of slight temporary breast growth, which disappears in a year or two.
- > Spermatogenesis begins around the age of 12, but the first ejaculation and complete development of sperm follow only a year or a year and a half later.
- > The secretion of hormones that stimulate sperm formation intensifies, and the continuous secretion of testosterone accelerates the maturation of boys into men.

Men regularly have erections during sleep, and about 80% of men occasionally ejaculate. This kind of ejaculation is called a nocturnal emission or "wet dreams". Wet dreams are common during puberty, but adult men can also have them. Wet dreams (and masturbation) are not harmful in any way.

Body shaping

(DURATION:

45 minutes

WORKSHOP OBJECTIVES:

- > Students in their cultures identify the ideal look for men and women and examine the practices that people undergo to make their bodies closer to these ideals
- > Students learn about the consequences of such practices on their health
- > Students question the pressure of adjusting to culturally conditioned ideals of appearance
- > Strengthening students' critical thinking skills

REOUIRED MATERIALS:

Blackboard and chalk

CONDUCTING A WORKSHOP:

- 1) Introduce the topic with the following questions:
- > What are the pressures that girls and boys face to look a certain way?
- > Are these ideal prospects realistic for most of us or are they simply idealized?
- > How do young people feel if they do not fulfill these ideals?
- > What is it that people do (or what their children do) to meet the norms of ideal attraction? For example, what do they do with hair, skin, body shape? (Write the answers on the board)
- 2) Add any additional practices you want to discuss from the following list:
- > Obesity or extreme diet
- > Extreme bodybuilding
- > Tanning or whitening of the skin
- > Applying makeup and nail polish
- > Piercing and tattooing
- > Shaving or hair removal
- > Straightening, curling or dying hair
- > Plastic surgery
- > Mutilation or circumcision of female genitalia *

- *3) Ask students the following questions:*
- > What do you think about the behavioral practices on this list?
 - » Which practices are harmless and which can be harmful?
- > What would people in our country say about some of the practices listed? Are there any that are not present in our country?
- Where do these ideals come from? Are women, when it comes to their appearance, under more pressure than men to follow the socially expected ideal of body appearance? Who benefits and who is harmed in the process? How can this pressure affect self-esteem?
- > How important is it to stop harmful practices including body changes? What practice do you think should be stopped?
- > How did you grow up, did anyone tell you that this practice is dangerous and should be stopped?
- > Have you shared your knowledge and feelings about it with someone else?
- > How can you do that?

WORKSHOP CONCLUSION:

Many boys and girls during puberty feel dissatisfied and worried about the appearance of their body and feel the pressure of society to adapt and respond to social expectations. Every body is

beautiful and universal. Young people need to be freed from the feeling that there is a social ideal to which they need to adapt or to fully fulfill it.

Body changes

UDURATION:

45 minutes (one or two sessions)

WORKSHOP OBJECTIVES:

- > Students describe the basic physical changes in puberty
- > Strengthening teamwork and presentation skills in students

♥ REQUIRED MATERIALS:

- > Aids to make and bind books (paper, markers, posters, needle, thread)
- Reliable information material/bulletin on puberty in boys and girls (accompanying material in this book)

PREPARATION:

Review and familiarize yourself with the material/ bulletin on puberty so that you can supplement or correct student "creations". Photocopy your bulletin on puberty in boys and puberty in girls. If possible, explore arrangements for your students to present their creations to students who are to become adolescent.

CONDUCTING A WORKSHOP:

Explain that this is a lesson about the physical changes that occur during puberty. Ask students the following questions:

- > What is the appropriate time to learn about the effects of puberty on the body - after entering puberty or earlier? Do most children learn enough about what to expect from puberty?
- You will create puberty material for young people who will enter puberty in a year or two. You will work in groups of three. Your group should only consist of girls or boys. If the group is female, then they will present the puberty-related changes experienced by girls. Male groups will present puberty from the point of view of boys.
- > Present information in any way you like. For example, you can create hip-hop verses, children's books, or a poster, or create and answer to a younger child's letter titled "Dear Doctor" in a newspaper column. Be creative! You can use humor, rhyme, dance or illustrations. However, the information you present must be accurate and useful. [If arrangements have been made, explain to students that they will present their creations to a group of younger students.]

> To help with the process, forward a puberty newsletter (about boys or girls) for each group.

Create groups of three students and create informative bulletins. Make art supplies available. Tell the group they have 25 minutes. If you have arranged a presentation for younger students, make sure that reminder from the session circulates and agree with each group on their completed work before approval for its presentation. Help correct or fill in any information that is incorrect or missing.

If the presentation will be presented among classmates, ask the group to present their work as time allows during this session and ask them to present the rest at the next class meeting. Engage other students in helping to fill in missing or incorrect information. At the end of the session, forward the rest of the informative bulletin on puberty so that each student has one sheet for "puberty and girls" and one for "puberty and boys".

* Workshop 20:

Puberty: What else to expect?

(DURATION:

45 minutes

WORKSHOP OBJECTIVES:

- Students analyze the social changes that boys and girls experience during puberty
- > Students explore three ways in which gender roles change during puberty and critically evaluate the impact of these changes on girls, boys, and gender relationships
- > Strengthening students' critical thinking skills

○ REQUIRED MATERIALS:

- > Blackboard and chalk
- > Paper bags

PREPARATION:

Copy each of the "changes" as information and a key answer for teachers on a separate piece of paper, fold it and place in an envelope. Look at the changes in step 3 and modify or add changes to describe how young people in your environment experience the changes as they approach adolescence.

Get acquainted with the topic by explaining the following:

- All young people experience changes as they enter puberty and adolescence. Some of these changes are part of natural physical development. Others are not physical development, but changes in the way people treat you.
- > I will walk around and ask some of you to open a piece of paper, read aloud and tell us if what you are reading is physical development that happens to young people around the world or is it a change in the way society treats young people when they reach puberty and adolescence. [If you have not prepared papers with the listed changes, read the changes from the "Changes related to puberty and adolescence" list yourself, randomly selecting changes from both lists.]
- > The rest of this activity will examine in more detail the ways in which young people are often

treated when they reach adolescence. I am not talking about changes in your body.

Write *CHANGES IN THE WAY PEOPLE CAN TREAT YOU* at the top of the board. Below that, write for the boys on one side of the board and for the girls on the other. Explain the following:

What happens to young people when they reach adolescence? Do people treat them differently?

Having examined these changes in more detail, I want you to tell me whether they apply to girls or to boys. If they apply to everyone, tell me if they affect girls and boys in the same way or differently (and how).

Read each item in the list on the next page (after reviewing/modifying it) and ask students if they apply to boys, girls, or both. If there is a disagreement, stop, discuss, and write that item under Boys, Girls, or both.

Adolescence: Changes in the way people can treat you

- More freedom of movement in public places (streets, parks, community centers, shopping areas)
- > Less freedom of movement in public places

Chapter 3 PRACTICAL TOOLS FOR WORK IN SCHOOLS AND COMMUNITIES PRACTICAL TOOLS FOR WORK IN SCHOOLS AND COMMUNITIES Chapter 3

- > More household responsibilities (such as household chores or childcare)
- > More responsibility in making money
- > More pressure due to clothing covering parts of the body or revealing it
- > More social mixing between boys and girls or less mixing between boys and girls
- > Rituals of maturity with harmful consequences (such as female genital mutilation)
- > Rituals of maturity without harmful consequenc-
- > Increased social pressure to gain sexual experience
- > Increased social pressure to prepare for marriage
- > Greater opportunities for leadership in school and in the community
- > Social pressure for success in sports
- > Higher probability of dropping out of school in some families
- > Exposure to sexual harassment
- > Pressure to join a gang/deviant group
- > Pressure to align with the gender role by taking on risky ventures
- > Pressure due to sexual intercourse in exchange for gifts, money or tuition

Divide students into small groups of boys and girls. Ask them to discuss how the gender roles and lives

INSTRUCTIONS FOR FACILITATORS:

Copy each graphic item to a separate piece of paper. Fold and place in an envelope. If necessary, use these pages as a key answer to ensure that students correctly distinguish whether each change is biological (physical) or social (in how people behave depending on gender).

of young people change with puberty and adoles-

> Can the changes in social expectations and experiences that young people encounter at pu-

What can you say about what boys encounter in

puberty? All in all, is their freedom expanding

or diminishing? Do these experiences lose rele-

vance after puberty or can they affect an adult's

What can you say about what girls encounter in

puberty? All in all, is their freedom expanding

or diminishing? Do these experiences lose rele-

vance after puberty or can they affect an adult's

Gather the whole group together again and ask:

> Can things be different? Is it possible to live in a

> Name one of the ways in which society can al-

Homework: Writing two short letters: "Promise to

my future daughter" and "Promise to my future

son". What you have written should be based on

Resource material: Changes associated with pu-

way that would be better or fairer? What is your

low young people to better experience puberty

cence, ask the following questions specifically:

berty be quite dramatic or less so?

life?

view on that?

and adolescence.

today's discussion.

berty and adolescence

CHANGES IN THE BODY

- > Increased hair growth on the body increases sweating
- > Breast growth (in girls)
- > "Wet dreams" (in boys)

- > Voice changes (in boys)
- > Increased overall growth, need for additional nutrition, increased sexual feelings
- > Menstrual bleeding / vaginal discharge (in girls)

CHANGES IN HOW PEOPLE TREAT YOU

- > New opportunities for leadership in school and community
- > Rituals of maturity
- Changes in jurisdiction
- > New pressures related to sexual activity
- > New pressures related to marriage
- > New dress code
- > New rules on social mixing of boys and girls
- > Changes in the amount of freedom allowed

Interesting facts about the body

U DURATION:

- > Steps 1-2: 20 minutes
- > Steps 3-5: 25 minutes

WORKSHOP OBJECTIVES:

- > Increasing students' interest in reproductive biology
- > Increasing students' knowledge of human reproduction
- > Students watch and learn "fascinating facts" about the body and reproduction

REQUIRED MATERIALS:

- > Copy of the crossword puzzle, for each student working material "Fascinating facts" and material for teachers
- > A reliable source of information on reproductive biology

PREPARATION:

Examine the material carefully, especially the one on the menstrual cycle, male and female sexual and reproductive systems, reproduction and pregnancy, infertility and assisted reproduction.

Decide whether to keep the crossword puzzle answers on that material. Decide whether to include all the "fascinating facts" or remove some of them due to time or content.

CONDUCTING A WORKSHOP:

Cross out the crossword puzzles and explain the following:

- > We learned the basics involved in human reproduction. For an overview, read each question and put it in the correct answer field in this crossword puzzle.
- > Each answer must match a certain number of fields
- > Where the vertical answer intersects with the horizontal both will share a field with the same letter.

After 10-15 minutes, review the correct answers as you walk around the room. Distribute the material "Interesting Facts." Explain the following:

- > We will now learn more facts about the human body. Most of them are about reproduction, but some are just interesting facts about the body.
- > Take about five minutes to read the list of fascinating facts. Then circle the fact that you think is most interesting.

- > Turn to two people sitting near you and see if you have circled the same facts or another.
- > How many of you found that you circled the same things? Different? [raising hands]
- > How many of you have learned at least one new piece of information?

Ask students which fact they find particularly interesting. Then briefly provide additional information on this fact from the *Teacher Material*. Where possible, use questions to try to extract additional information from students.

If time allows, when you get to fact number 15, ask students to form pairs and help each other compare the relationship of arms and height. Explain that this does not apply directly to reproduction, but it is all part of the knowledge of one's own body.

Adjusted from My Changing Body, thanks to the Institute of Reproductive Health (www.irh.org)

Fascinating facts about the body

What facts do you find most amazing and interesting? Read the list of amazing facts. Circle the ones you think are really worth knowing.

WORKING MATERIAL: Crossword of the reproductive system

Read each question and fill in the correct answer. Your answer must fit in the correct number of fields. Where the vertical response intersects with the horizontal both will share a field with the same letter.

- 5. The place where the child develops
- 10. Strong release of semen from the penis

very early stage, identical twins will develop.

- 8. The time in life when a woman's menstruation stops
- 9. Channels connecting the ovaries and uterus;

Fertilization takes place here (plural)

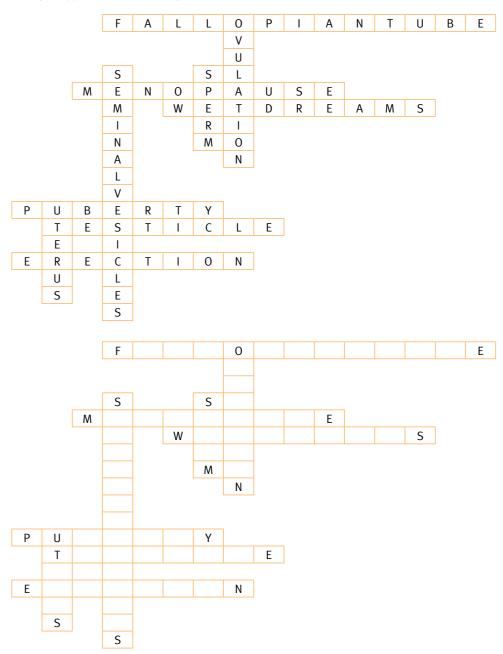
- 1. Dropping semen during sleep (two words)
- 2. Release of the egg from the ovary
- 3. The place where sperm is produced
- 4. Thick fluid that is released from the penis during ejaculation
- 6. A process in which a child's body quickly develops into an adult and gets the ability to reproduce
- 7. Hardening of the penis

"Fascinating facts" - additional information

1. Many women find that they have more interest in This increase in sexual desire helps make sex happen sex during the fertile days of the menstrual cycle. at the most beneficial time to ensure the extension of the species. (Discuss in the context of evolution.) 2. Among couples who cannot have a child, the In some settings, women are blamed for infertility because of infertility can lie equally on the female cause men do not realize that the problem may be on and male side. their side. Determining the exact cause of infertility is often difficult. 3. The length of the small intestine in the human In the body, the coils of the small intestine are grouped body (lat. Intestinum) is about seven meters. in a small space. 4. Sperm development takes place in the testicles Constant heat around the testicles (for example, work-(which are located in the scrotum). Proper sperm ing in the oven or even wearing tight pants and undevelopment requires a temperature colder than derwear that increases the body temperature of the normal body temperature. Because the testicles scrotum and testicles) can reduce sperm count. (See are located outside the body, this cooler temalso info on male sexual and reproductive systems.) perature is maintained. 5. Although women are fertile for only a few days As people age, fertility gradually decreases. (See also of each menstrual cycle, men are fertile continumenstrual cycle info.) ously from puberty onwards. 6. The normal number of sperm is tens of millions Sperm develop and mature between 65-75 days. in each ejaculate. 7. The human body produces about a liter of saliva In addition to water, saliva contains chemicals, including enzymes that are used to break down food. every 24 hours. 8. A woman or girl can know when she is ovulating If a woman knows when she ovulates, she can use this by observing simple changes in the mucus cominformation either to take steps to avoid pregnancy or ing out of her vagina. That way, she can know to try to conceive. (See also info on the menstrual cywhen she is fertile (when she can get pregnant) cle.) and can predict the day of menstruation. 9. More than 50% of the human body is water. Your biggest organ is your skin! 10. The shape of a pregnant woman's abdomen has Studies of pregnant women have found no link benothing to do with the sex of the baby. tween the shape of the abdomen and the sex of the 11. Towards the end of the pregnancy, the joints of Sometimes a woman has to be careful with movement the woman's hips loosen. This allows the pelvis in late pregnancy because sagging joints can make her to expand, making it easier for the baby to move feel insecure. (Check birth and breastfeeding info.) through the pelvic area. Fraternal twins have genes like any two children born 12. In rare cases, a woman releases two eggs, not to the same parents, but identical twins come from one. If both are fertilized, fraternal (non-identical) twins will develop. If one egg is fertilized and the same nucleus. They have almost identical DNA then goes through additional cell divisions at a (genes). (Check reproduction and pregnancy info.)

13. Most boys have "wet dreams" during puberty.	A "wet dream" (also called a nocturnal emission) occurs when a boy or man ejaculates while sleeping. Wet dreams are completely normal and are not harmful in any way.
14. The sex of the fetus is determined by the father's sperm, not the mother's egg.	In some settings, women are under cultural pressure to have sons. But the father's sperm determines the sex of the child. The embryo receives an X chromosome from the mother's egg and either an X or Y chromosome from the father's sperm. If the sperm has an X chromosome, the embryo will have XX chromosomes and be female, if the sperm has a Y chromosome, the embryo will have an XY and be male. (See also Reproduction and Pregnancy Info Bulletin.)
15. The length of your outstretched arms (arm span) is equal to the height of your body.	Check it out!

Example of filled in crossword puzzles



*♥ Workshop 22:

Facts about sexually transmitted infections (STIs)

UDURATION:

- > Steps 1-3: 40 minutes
- > Steps 4-6: 40 minutes

WORKSHOP OBJECTIVES:

- Students make posters showing important information about sexually transmitted infections, including HIV and AIDS
- > Students describe how sexually transmitted infections are transmitted and how transmission can be prevented
- > Increasing students' awareness of the importance of testing and treatment

⊘ REQUIRED MATERIALS:

- > Papers and pens
- Scissors
- > Sellotape
- > Flipchart papers

CONDUCTING A WORKSHOP:

Explain that this is a lesson about sexually transmitted infections - also called STIs - including HIV and AIDS. Divide the class into four gender mixed groups. Assign each group a topic from the list (or allow them to choose, try to cover all topics).

Explain:

- > In your group you will make an informative poster on the topic. Use your imagination!
- > Be as thorough as possible. Include information on testing, treatment, and prevention. You can use material from the resource. In some cases (such as a poster about "myths") you can talk to classmates to exchange ideas.

Distribute factual materials and poster aids. Remind students to take about ten minutes to collect their data, ten minutes to discuss and plan the poster, and 15 minutes to make the poster. Distribute materials to groups as support while they research, discuss and make their posters. If they don't finish the posters, extend their time or tell them when they can complete it.

At a subsequent session:

If necessary, allow groups a short time to complete their posters. Ask each group to bring up their own poster and take questions from the class. Exhibit posters in class for as long as possible.

POSTER THEMES

- > Myths about STIs
- Myths about the double protection against HIV and AIDS
- > Five important facts about HIV and AIDS.
- > What is chlamydia?
- > STIs and sex

- How do chlamydia and gonorrhea affect future fertility?
- HPV and herpes: two important sexually transmitted infections
- > What is a reproductive tract infection?





Area: Violence and unhealthy relationships

** Workshop 23:

Youth against violence

UDURATION:

90 Minutes (two school hours)

WORKSHOP OBJECTIVES:

- > Students are introduced to the definition and different types of violence
- Students learn and identify different types of violence through example/ storytelling
- > Students discuss the psychological and other consequences of violence
- > Developing analytical skills in students

REQUIRED MATERIALS:

- > Working material Examples of violence
- > Working material Types of violence
- > Working material Consequences of violence

NOTE FOR TEACHERS AND PEER EDUCATORS:

Some workshop students may view certain violent behaviors as a normal part of growing up, and it is possible that they will "defend" such behaviors as nonviolent. It is important that through the workshop you openly discuss the feelings that may arise as a result of violence and using this approach, explain to students that violent behavior is any form of behavior directed against a particular person, doing harm and opening space for consequences that can leave a lifelong mark, even when it comes to giving nicknames, which many see as a joke rather than violence.

Peer educators must be prepared for the possibility that one of the students of the workshop will identify himself as a victim of a certain form of violence. In that case, suggest to the participant to discuss the issue with you after the workshop (not in front of the group). It is important that during the interview, the peer educator explains that the teachers at the school have undergone additional training and will provide full support to him/her. It is important to present a conversation with a pedagogue as a good option, but do not give the impression of persuading or forcing a person to talk to a professional. During the interview, ask the person if they have talked about it with the school staff, if not, ask if the person wants you to go together and talk to the school staff about the situation the person is in. There should be no deeper communication about what happened to avoid revictimization of the victim of violence. *Revictimization is the reliving of a situation to which a person has been exposed*.

CONDUCTING A WORKSHOP:

Greet the students and thank them for coming to the workshop. Briefly refer to the previous workshops (if this is a continuation of the education) and explain that you will discuss violence and the consequences of violence today. Before you start with the first thematic activity, explain to the students that the violence is present in many forms and that research in BiH shows that psychological violence is most present in primary and secondary schools. The same research finds that students do not recognize gossip, ridicule, humiliation, calling derogatory names, etc. as violent behavior. It is these forms of violence that are the most devastating and leave very serious consequences.

Associations to violence

Ask students for attention and repeat the word VI-OLENT BEHAVIOR. Ask them to think about the term and for each of them to associate it with behaviors that can be classified as violence (offer an example: gossip and ridicule). Write the answers on the board or flipchart board (it is important to write down each answer!). It is possible for students to repeat an association previously suggested by one of the students.

Three positions in relation to violence

Explain that violence is a situation in which there are three following positions:

- > The position of the perpetrator
- > The position of a person exposed to violence
- > Witnesses of violence

Then explain that witnesses to violence can be on the side of the perpetrator, neutral observers and on the side of the person exposed to violence. *Emphasize that research has shown that witnesses to violence have the greatest power to stop violence, but also to support it.* Ask students how witnesses can support violence? Then ask students how witnesses can stop the violence. Explain to the students that during the next workshops you will talk about how each of us can contribute to preventing or stopping violence.

Now dwell for a moment on witnesses of violence who ignore violence or join a person who commits violence through approving the act they are doing. If other students laugh while someone is abusing another person, can we classify them as those who support violence? (The answer is yes, because cheering for a person who commits violence means approving the violence and supporting the violence they commit).

Ask what happens to people who testify and do not react. How does this affect a person who is exposed to violence and sees that no one in the class, for example, is taking his/her side? Even in that case, can we conclude that people who ignore violence tacitly approve of an act of violence?

Let's recognize violence

Divide the students into four groups and give each group one of the case studies of the working material Examples of Violence. Ask each group to read the case assigned to them within the group and to answer the questions below the examples of violence. Give students 10 minutes to answer the task.

Ask each group to present the conclusions they have reached. Student presentations should not last longer than 2 minutes per group. Note whether each group has identified all forms of violence found in the case assigned to them.

Note for peer educators

Write on the board each form of violent behavior that students reported during the presentations. Student answers, along with "associations" from the beginning of the workshop, are needed to perform the last activity! Now give each group the working material "Types of Violence".

Before students continue to work in teams, present the working material *Types of Violence* and explain the meaning of each expression and behavior that fall into the category of each of the following forms of violence:

Physical violence (PV) results in both short-term and long-term damage. Physical violence can lead to serious injuries, and what is specific is that every type of physical violence is accompanied by a psychological effect, so this is another consequence of physical forms of violence. It includes hitting, pushing, tripping somebody up, pushing away, pinching and damaging property.

- > Verbal violence (VV) Sometimes it can start as a harmless act, but it can very easily escalate to a level that seriously affects the exposed person. Verbal violence can lead to serious consequences, especially if it is continuous and if the exposed person feels that no one is supporting him/her. It includes calling names, insults, intimidation, teasing, homophobic and nationalist labels, and verbal abuse.
- > Social violence (SV) is often called relational violence or "covert violence" because it is often more difficult to detect and can be carried out behind the back of the person exposed to it. The intent behind this type of violence is a desire to damage someone's social status, reputation, or to humiliate a person. Social violence includes:
 - » Lying and spreading rumors
 - » Negative facial and bodily expressions, threatening or contemptuous looks
 - » Making jokes with the intention of embarrassing or humiliating a person
 - » Indecent facial expressions directed at another person
 - » Persuading others to socially exclude another person
 - » Persuading others not to accept a person into society
 - » Violating the reputation of the other person or his acceptance in society.
- > Digital Violence (DV) is much more complex because a person is exposed to violence for much longer than is the case with other forms of violence. By posting negative comments, images and other content, the effect of violence lasts as long as that content is online and available. This leaves a devastating effect on the social reputation of the exposed person, and the consequences can be much more pronounced. Fortunately, online violence leaves a mark, so it's easy to track down people who use technology to hurt another person. Digital violence can be direct or covert behavior based on the use of mobile phones, tablets, computers and software such as social networks, instant messages, comments on web portals and other online platforms. Digital violence can happen at any time. It can be public or private and sometimes only visible by the victim and the perpetrator. Digital violence includes:
- » Misuse or malicious text of emails or posts, images or videos

- » Deliberately excluding others online
- » Gossip or rumors
- » Spying on social networks and virtual space
- » Imitating other users via the Internet or using their log-in

Types of violence

In the continuation of the workshop, distribute the working material "Types of violence" to the students and ask the students to classify the story they analyzed within the group in the category of violence that appears in the story. The working material lists different behaviors that are divided into four categories of violence (physical violence, verbal violence, social violence and digital violence). Each group should, based on the examples provided, identify all forms of violence represented in the case assigned to them.

Explain to students that in some examples there are multiple hidden forms of violence and that it is the student's task to identify them. If they identify multiple forms of violence (for example, verbal and social), it is important that they state it. Give the groups 5 minutes to read the text of the working material and determine within the group which form, or more, of violence is involved. Also, ask each group to review the previous task and check whether they identified a new form of violence that they had previously left out (for example, spreading lies, gossiping, labeling, etc.) in relation to the examples of different forms of violence listed in the working material. Ask each group to present their conclusions.

Activity: Consequences of violence

A note for peer educators: This activity is a continuation of the workshop on the consequences of violence from the previous workshop. Through this activity we want to encourage students to think about violence through the prism of consequences, not forms of violence. Ask students to list different forms of violence, based on previous activity and working material. Pay attention to the abundance of violence that the students identified through the work in groups of the previous exercise, but also through the associations from the beginning of the workshop. You need to come up with the following answers through the discussion: slander, ridicule, spreading gossip and false information, rejection, isolation, expulsion from the group on social

networks, giving derogatory nicknames, hitting, pushing, sexual violence, abuse, and coercion. If students forget some of the listed forms of violent

behavior, through interaction come to the forms of violence they left out.

An example of how you can interact to capture additional forms of violence that students have left out: Ask the question: Is slander violence? Is isolation violence? Feel free to ask students a clear example of the violence they left out!

After completing the list, ask students to put each of the listed forms of violence in a category of 1 to 5, where 1 is a harmless form of violence while 5

is the most severe form of violence. You can write these categories on whiteboard or flipchart paper:

1	2	3	4	5

After completing the activity, encourage students to discuss their choices. For each individual form of violence on flipchart, ask students (it is important to include as many students as possible in the discussion):

- Why do you think this type of violence is less/ more dangerous?
- What are the consequences of this type of violence? How does it affect the person exposed to it?
- What if a person is called derogatory names every day, or rejected, or harassed? How does that person feel? What can he/she do? What can nearby people (classmates) do? Is this less serious than physical violence? What if slander goes online, on the internet?
- > What do all forms of behavior have in common regarding the feelings of a person who is exposed to violence?

Conclude: There are no milder or more severe forms of violence nor are there forms of violence that are harmless. All forms of violence negatively affect the life of the person exposed to it. Research has shown that even those forms that students considered harmless (giving nicknames and slandering) leave consequences on a person who is exposed to violence. Research has shown that in these cases, people exposed to violence perform worse during school, which reflects on their academic fu-

ture and success, which can later affect the choice and ability to find better jobs, and ultimately, all together affect the quality of life.

Can we conclude that what we have just classified as mild violence leaves lifelong consequences. If so, is there really milder and more severe violence? Or are there milder and more severe consequences? Or we should completely forget to use the words milder and harder, but make a different division that will help us better understand the forms of behavior that threaten the present and future of the person exposed to them. Distribute the *Consequences of Violence* material to students and ask them to read the content of the material.

Conclude: People often perceive the severity of violence through the degree of harm and the consequences that violence leaves on the persons exposed to it. However, a superficial knowledge of violence and its consequences often misleads us into calling certain forms of violence "milder forms" of violence. Ask students if they knew before this workshop that slandering and labeling, which often seem harmless, can affect a person's life and all that life has to offer. Now that we know this information, can we still say that slandering and labeling are mild forms of violence?

Final discussion - I agree/disagree (15 minutes)

In the continuation of the workshop, ask students to stand in a central place in the classroom. Divide the classroom into left and right beforehand, mark the left side with a paper that says I AGREE, and the right side with a paper that says I DO NOT AGREE. You can divide the room with a trace of chalk or adhesive tape that you stick in the middle of the room. Explain to the students that you will be reading the statements and that their task is to stand in a position that suits their agreement or disagreement with the statement.

After taking the statement, the students take a position. Ask three or more students of both positions why they took that position. It is very important that people who have taken the "wrong" position receive information about the correctness of a particular claim. Use the following statements:

- > Certain forms of violence "strengthen" a person as a person, so we can say that these forms of violence are useful! False: All forms of violence are harmful and exposure to any form of violence leaves consequences.
- > After relationship violence occurs for the first time, there is a high probability that it will happen again. True: Research shows that violence that happens once will recur in the future.
- > It is best and most effective to respond to violence with violence! False: Violence must not produce violence. In situations where a person responds to violence with violence, there is a risk that the violence will escalate, while by reporting the violence we eliminate that possibility. On the other hand, violence is not normal behavior, and by deciding to respond to violence with violence, we accept such behavior as normal. Violence should be stopped or reported.
- > Most men who are violent towards their wives/ girlfriends have grown up in violent families. True: Research shows that people are prone to violent behavior, often people who grew up in families where they witnessed violence.
- > Slander is a form of violence! That's right!
- > There are forms of violence that you have experienced that have made you a better and stronger person. False: Violence does not make a person better, but sad and hurt. The myth is that people become better or stronger as a result of violence. Violence produces damage!
- > Is posting provocative comments about another person on Facebook or Twitter a form of vio-

- lence? Yes, because the intention is to humiliate the other person!
- Does violence through social networks leave bigger and more complex consequences than verbal (direct) violence? Yes, because it is witnessed by a much larger number of people and it happens as long as the comment is available online (24 hours a day, 7 days a week).
- A woman needs to tolerate violence to keep her family together. Incorrect! No one should and must tolerate violence!
- It's okay for men to cry and show emotion in front of others. That's right! Humans are emotional beings and all emotions are normal and natural. Sometimes society teaches us to hide our emotions (for example, boys hide fear / for example, girls hide anger).

Final activity: Above Line / Below Line Campaign

Duration: 30 minutes

Note for peer educators: As part of the Above Line / Below Line campaign, each class creates a poster to be placed in the classroom to help students apply the information learned from previous workshops in developing a concept material that will further encourage positive patterns of behavior. At the end of the process, each student will sign a "poster" with messages that clearly emphasize which forms of behavior are below the tolerance line and which are above the line.

Required materials:

- > Working material "Above the line / Below the line"
- > Flipchart or hammer paper
- > Markers of different colors
- > Sellotape
- > Optional: Illustrations

The goal of the activity: To help students understand the concept of behavior above the line in relation to those below the line and to dedicate themselves to promoting above the line behavior in their classroom and school.

Activities

Remind students of previous workshops, pay attention to all forms of violence that students identified through the Association's game from the beginning of the workshop, but also those that they later identified through group work and discussions. Briefly recall the consequences of violence on their peers, and the role of witnesses of violence as important allies in violence prevention.

Distribute the "Above Line / Below Line" working material to all students and explain that in the continuation of the workshop you will discuss behaviors that can be classified as acceptable and should be above the line in relation to those that harm others and should be placed below the line.

Option 1: Explain that it is important for students to determine behaviors, in relation to everything you have discussed during the last three workshops. In the continuation of the workshop, ask students to think about behaviors that should be placed below the line. Answers could include the following:

Below the line:

- > Making fun of others
- > Hitting or pushing
- > Giving derogatory nicknames to others
- > Joining ridicule or violence against another per-
- Spreading gossip and untruth
- > Rejection
- > Threats
- > Slander
- > Hitting, pushing and tripping somebody up

Above the line:

- > To tell a person who is violent towards another that what they are doing is not ok
- > Encourage peers to go to the pedagogue together (report violence)
- > Tell a person who is exposed to violence to be with you or to be together during recess
- > Say something nice to the person you are gossiping about or insulting

Write down the students' answers in the appropriate places on the poster. Ask students to think about the answers to the following questions:

- > What will your class and your school be like if everyone behaves according to the Above the Line concept?
- > What would the class look like if students practice Below the Line behavior?

> Ask students if they think that behaviors above the line will make their class better and their lives less stressful?

Ask students to show commitment to practicing behaviors above the line, by signing a space above

Explain then that the poster will be placed in the classroom and that each student in the class is a protector of the values and principles on which what they created is based.

Explain to students that it is necessary to organize a class-level meeting every three months and openly discuss progress in the context of adhering to the "Above/Below the Line" rules. Ask students to return to the groups they participated in during today's workshop.

Explain that you will form groups of "protectors of the principle of declaration" later. You make groups based on the groups from the workshop. After taking office, each group has a duty to care for and protect the principles on which the *Above/* Below the Line poster is based. Also, after three months, each group organizes a meeting to discuss their mandate with other students and their observations during the previous three months. After each quarterly meeting, a new group takes on the role of protector.

After each group has completed its three-month role, everyone in the class will vote and select the team that has worked most diligently to protect the principles you have agreed upon, and that group will be rewarded. Write the names of the members of each group on a piece of paper and explain that the class teachers will be given the names of each group to support the organization of the meeting. Every homeroom teacher knows about these activities so they will support them. It is important that there are no adults at the meetings and that the meetings are organized and led by students.

Group 1 is responsible for the first meeting, the second group for the second, the third group for the third and the fourth group for the fourth meeting. Each group has a responsibility to arrange and lead the meeting. During the school year, the class should hold four meetings to discuss adherence to the rules they established during the workshop. Before each meeting, students complete a "Are you...?" working material to assess whether some

of the situations that occurred in the classroom were in line with the principles above the line or that there were situations with behaviors that were below the line. The aim of the meetings is to continuously remind the students of the rules set, but also to apply the principles and values in the context of restructuring the class into an environment that does not tolerate any form of violence. In one of the planned meetings, the participation of peer educators is needed, who together with the students will "evaluate" the observance of the rules and define ways to improve them.

Meeting format:

- > Introduction to the meeting
- > A review of progress over the past three months
 - » Have there been situations in the last three months that can be classified below the line

- » What will you do to prevent this from happening again and thus stand behind the promises you have made?
- » Do you want to supplement the poster (below the line) with additional forms of behavior that fall into the category of violent?
- » Arrange an appointment for the next meeting

If a new student comes to class, it is important to introduce him/her to the principles of the poster and each new student should sign and thus show commitment to the content and purpose of the ioint declaration.

In communication with the homeroom teachers, determine the visible and adequate place where you will place the poster. The poster will remind students of the commitment they showed during the making of the poster.

WORKING MATERIAL: EXAMPLES OF VIOLENCE (you can customize the names from the case)

CASE 1: Ivan is a 7th grade elementary school student and for the last few days students in his class have been refusing to call him for a meeting, citing the fact that he is not good at football. Although one of the students suggested that they still invite Ivan, several students said that they deliberately avoided him because he was boring and did not know how to play football. When he asked them if he could come to the next meeting, at least to watch, one of the students added that Ivan should be called Ivana, so he should ask the girls in the class to join them, not the boys. Ivan asked him to stop, and the other student got up, pushed Ivan against the wall and asked him what he would do to stop him. Since then, several students have been constantly throwing things at Ivan, calling him by his female name (Ivana). Ivan was very affected by this because the other students also laughed and no one sided with him.

CASE 2: Armin is trying to find the bag, while the other students are laughing. He realized that someone had hidden his bag and asked the students not to tease him but to tell him where his bag was. This is not the first time this has happened to him. For the last two weeks, every time Armin goes out on a break or recess, Damir, who goes to the same class with him, hides his bag. Damir said that Armin was stupid, because every day he forgets where he left his bag. Several students

Tasks

- 1. Identify all forms of violence present in this story.
- 2. Answer the following questions:
 - » How did Ivan feel and how does the whole situation affect Ivan?
 - » Is this a gender-based violence situation? If so, explain why?
 - » Who commits violence against Ivan? (students involved in violence, but also students who laughed while Ivan was exposed to violence)
 - » Who are the helpers in violence and are not directly involved in the violence? (other students who witnessed what happened but did not react)

laughed out loud and cheered, supporting Damir. One of the students took a picture with Armin on the phone while looking for the bag and posted the picture on Facebook with the comment "he lost his bag again!". The post quickly went viral and high school students liked the post by adding negative comments. Armin told his mom he wasn't feeling well and asked her not to go to school. Yesterday, and even today, Armin did not show up at school.

Tasks:

- 1. Identify all forms of violence present in this story!
- 2. Answer the following questions:
 - » How does Armin feel and how does the whole situation affect him?
 - » Has posting on social media made this violence more complex? Why? Why not? (talk to students about the fact that posting on Face-

CASE 3: Sanja is an 8th grade student and 10 days ago Dajana, a student in her class, created a group on Facebook that includes all students in the class. Sanja has sent a request, however Dajana does not want to include her in the group. Sanja heard from one student that Dajana was making fun of her within the group, calling her derogatory names, which some of the students joined. She also told her that Dajana wrote in the group that she had heard that Sanja did not choose guys, but was with everyone who approached her. The student asked Sanja not to tell anyone since she heard all this and that she needed to tell her this. Sanja thanked her and could not return to class, but asked the teacher if she could leave the last class. Sanja feels confused, scared and disappointed. What else did they write, is anyone else in the group from other classes? What if students believe these lies?

CASE 4: Petra had an unpleasant experience at school yesterday. Several boys in the class told her that she was fat and that she should sit in the back seat because she was blocking the view of the whole class. Petra was very shaken by this because the other students were calling out and everyone was laughing at her expense. It was especially difficult for her because her hidden crush goes to the same class with her. The next day, the students continued to make fun of Petra, but this time several students joined. The others ignored it, pretending not to hear anything and that nothing was happening. This continued a week later, Petra, an otherwise extremely cheerful girl, began to withdraw into herself and coming to school was a nightmare for her. Petra cried almost every night so it affected her concentration, learning and grades.

In the continuation of the workshop, distribute the working material "Types of violence" to the students and ask the students to classify the story they analyzed within the group into the category of violence that appears in the story. If they identify multiple forms of violence (e.g. verbal and social),

- book is 24/7 and that it is violence that lasts as long as the post is present on the Internet, prolonged exposure to violence further complicates the consequences that can occur)
- » Who is committing violence against Armin? (students involved in violence, but also students laughing while Armin was exposed to violence)

asks:

- 1. Identify all forms of violence present in this story!
- 2. Answer the following questions:
- » How does Sanja feel and how does the whole situation affect her?
- » Has posting on social media made this violence more complex? Why? Why not? (talk to students about the fact that posting on Facebook is 24/7 and that it is violence that lasts as long as the post is present on the Internet, prolonged exposure to violence further complicates the consequences that can occur)
- » Who is committing violence against Sanja? (Dajana and the students who supported Dajana in the group in unverified allegations)
- » Who are the helpers in violence and are not directly involved in the violence? (other students who witnessed what happened but did not react)

asks:

- Identify all forms of violence present in this story!
- 2. Answer the following questions:
- » How does Petra feel and how does the whole situation affect her?
- » Is this story about gender-based violence? If so, explain why?
- » Who commits violence against Petra?
- » Who are the helpers in violence and are not directly involved in the violence? (other students who witnessed what happened but did not react)

it is important that they state this. Give the groups 5 minutes to read the text of the working material and determine within the group which form, or more, of violence is involved. Ask each group to present their conclusions.

Working material: Consequences of violence

No matter what type of violence it is, every form of it leaves certain consequences on the victim. All forms of violence leave psychological consequences, so we can conclude that they are common to all forms of violence to which a person is exposed. Psychological consequences can appear in the form of anxiety, aggression, retreat into oneself, depression, loss of self-esteem and the like. Severe psychological consequences are also possible, especially in cases where the violence persists and the victim does not receive the necessary support.

Exposure to violence by a student can lead to loss of concentration, achieving lower results during schooling, loss of interest in schooling, transfer to another school, running away from school, etc. During school, exposure to violence can lead to very harmful and long-term consequences, such as the following:

- > fear can lead to alienation, loss of social contacts, depression, etc.;
- > loss of attention and willingness to learn, which is reflected in schooling and academic achievement:
- a person may be more vulnerable to other forms of risky behaviors (alcohol consumption, illegal psychoactive substances, tobacco products, etc.);
- > loss of self-esteem, self-confidence and impaired mental health;
- if the victim is exposed to continuous violence, it may develop a feeling that he/she must take drastic measures to stop it (retaliation, carrying weapons and suicide);
- in the case of sexual gender-based violence, in addition to the emotional and physical consequences, it is possible for sexually transmitted infections to be transmitted and an unplanned pregnancy to occur.

Exposure to gender-based violence can affect a young person's ability to achieve academic success. Various studies have confirmed that young people, if exposed to certain forms of violence, find it harder to achieve the expected results than their peers who are not exposed to violence. An analysis of TIMSS 2011 data collected from 48 mostly developed countries shows that fourth-graders who reported weekly exposure to a particular violence scored 32 points less in math than their peers who said they had never been exposed to violence.

The same analysis found that boys and girls attending eighth grade in most countries also achieved less success than their peers who were not exposed to violence. Young people are devoting more and more time to social networks that have greatly changed the way they communicate with each other, establish new friendships and meet new loves. Although our country lacks information on exposure to gender-based violence through the Internet, it is easy to assume that this phenomenon has not bypassed us. Several recently published studies link the Internet to violence and the achievement of lower success rates among young people exposed to violence through digital networks and the Internet. A study done in the United States showed that students who achieved less success in school also reported twice as many being victims of digital and school violence (Schneider et al., 2012).

If we take into account the fact that education is a pillar of modern society and that the outcome of education depends on the opportunities that a person will have in the future, we can conclude that exposure to gender-based violence among young people leaves lifelong consequences. In some countries, including Bosnia and Herzegovina, there are rules and policies to exclude pregnant girls from school. In a society like ours, pregnant girls face various forms of stigmatization and rejection, primarily because their pregnancy is associated with immoral behavior that is not in the spirit of tradition and social norms and expectations. Ejection from school, as well as the various types of prohibitions and inequalities faced by underage pregnant women, fall into the category of gender-based violence. Even if they continue their education during or after pregnancy, young mothers face various forms of gender-based violence at school - by peers or teachers and other staff.

WORKING MATERIAL¹³

WORKING MATERIAL FOR MEETINGS OF THE PREVENTION GROUP "ARE YOU?"

Distribute the working material "Are you ...?" to the students. Explain to students not to write name and surname on paper and that they will keep the filled in working material. Ask students to answer questions from the working material. Students answer by putting an X or a check mark next to the question

Working material

Please read the questions and think about the answers. Ever since you made the poster above and below the line, have any of the below mentioned ignorant situations happened to you or some classmate?

- □ Did your peers call you derogatory names/nicknames?
- ☐ Did your peers push, hit, pinch and/or squeeze you?
- Did they ban you from joining a Facebook/Viber group or did they exclude you from one in which other peers from your environment remained?
- Have other people laughed or joked about your style of dress or behavior?
- ☐ Are you sometimes afraid to go to school (because of a possible confrontation, threat or conflict with peers)?
- ☐ Did your peers laugh when the other person hurt you?
- ☐ Did anyone ignore you while others watched?
- ☐ Have you ever felt bad about the way someone treated you?
- ☐ Has anyone spread false information about you?

If you answered yes to one or more of the questions, you were exposed to violence and we suggest that at the next meeting "Above and Below the Line" you talk to your peers and remind them of the promise they made when making the poster and the reasons why you all signed the poster.

¹³ The National Centre Against Bullying (NCAB).

Violence and feelings

UDURATION:

45 minutes

WORKSHOP OBJECTIVES:

- > Develop empathy for people exposed to violence
- > Develop critical thinking skills about the impact of violence on various aspects of life

REQUIRED MATERIALS:

- > Working material "Stress and violence"
- > Stress effects table: write on the board before or during the workshop

INTRODUCTION

Greet the students and explain that you will discuss emotions, stress and violence today, through activities that require their attention and direct participation. State that you plan to discuss the impact of violence on the human body, thoughts, feelings, and behavior of the persons exposed.

Before you start performing the module activities, through the interaction, make sure that the students understand what emotions mean and how certain circumstances affect the emotional state of a certain person.

Thank the students for their active participation

and repeat all the mentioned emotions. Leave a

list of emotions on the board because they will

be used in future activities. Explain that people

are sentient or emotional beings and that differ-

ent circumstances from our environment affect us

and thus our emotions. Although we are all emo-

tional and possess the same emotions, we do not

all react identically to the same situations and

that is what is magnificent. That is why there are

those who are looking forward to the victory of the

club they support, those who are looking forward

to grade and learning or looking forward to a new

game for Play Station 5. Some are afraid of spiders, others of heights ... and so on and so forth.

Activity 1: Let's explore feelings

Explain to the students that in the continuation of the workshop, you will show different emotional states by facial expressions, and the students should guess which emotion it is. Note: *make a list* of the emotions you plan to demonstrate before the workshop. We suggest the following emotions:

- > joy
- > fear
- > love
- > happiness
- > anger
- > sadness > concern
- > disgust (feeling that something is not good or is nasty)

Ask all students to stand up and stand in a cen-

Activity 1B: Feelings and Violence

performance of the activity.

5-10 seconds to take their place. You do this af-

- tral place in the classroom (for example in front of the board). Explain that you will be asking personal questions that students should not answer, but take the place that you will specify during the exercise. Start with a test question, to clarify the
- > Step 1: Everyone who likes ice cream should stand on the right side of the room, and those who do not like it. on the left side. Give students
- ter each question is asked.
- Now explain that you will ask questions and that students will take their place on the same principle as with the previous question.
- » You can add: we just realized that there are those who like ice cream and those who don't like ice cream. Let's see how you answer the next question. Ask students to return to the central position

- > Step 2: All those who like to play video games stand to the left, and those who do not, to the right. Once the students are positioned, ask a question to one of the students who is in the "I love video games" position, how would he/she feel if someone gives him/her the best video game that is a current hit! Explain that people who like video games, even at the very thought of playing, feel that this is what they like to do. That is why a new game that someone gives you will lead to the appearance of an emotion that reflects what you love. Now approach the group/ person who has taken the position "I don't like to play video games" and ask how he/she would feel if he/she got the same game. Would they react with the same emotions as the people who took the other position. *Conclude that the same* gift will not cause the same emotions in different people and that many factors influence it. Ask students to return to the same position.
- > Step 3: All who are afraid of spiders stand to the left, and you who are not afraid, to the right. Approach a group that is not afraid of spiders and ask how they would react if they saw a spider on the table in front of them. Ask several students to answer this question.
- > Then approach the group/person who is afraid of spiders and ask how they feel about the same situation, i.e. to see a spider on the table in front of them. If there are more students in the group, ask for more opinions. Ask them to list more emotions that can occur when they see a spider, and students can consult the List of Emotions on the board. Conclude that in this case, in the same situation, we can react differently.
- > Continue in the same rhythm. Interestingly, even in situations where the same emotion occurs in two people, they will not show them in the same way. Here is an example: have you

Activity 2: Violence and stress

Remind the students of another workshop during which you came to the conclusion that there is no mild or severe violence, but that each violence affects each person differently and that the severity of the violence does not depend on the type of violence. But to understand how violence affects people, we need to understand how our body reacts to violence and what consequences can result from prolonged exposure to violence. Ask students if they have heard of stress and if they can explain the connection between violence and stress? You can use the following questions to interact:

- ever felt ashamed, but you didn't want to show it to the person next to you, so you "cool off", i.e. pretended it didn't affect you at all? Have you ever been scared, but have not shown that you are afraid, for whatever reason?
- » Example: Young men grow up in an environment that tells them not to show fear and that fear is an emotion they need to hide. How many times have you heard "don't cry, you're a man" or "it's normal for her to cry, she's a woman". The problem is that both boys and girls are emotional beings and every person on the planet possesses the same emotions but does not show them in the same way.
- While students are standing in positions (both positions), continue with the activity: now imagine your peer, whom the students in the class label, i.e. give provocative nicknames. This happens in front of other students.
- » Ask students what kind of violence is this?
- » Emphasize that in addition to the impact of the violence to which he/she is exposed, the knowledge that others are watching and not reacting has an additional negative effect on feelings. Ask students why this is so? Why are we additionally "hurt" by the fact that others are watching and ignoring or calling out?
- » What emotions can occur in his/her case? You can tell students to look at examples of emotions from the previous activity, which is on the board. Expect the following answers from students: worry, fear, anger, sadness, feelings of rejection, shame. We are talking about the presence of very serious emotions which, if they last longer, can do a lot of damage, affecting absolutely every segment of life. And in what way the emotional state talks to our body and what reactions we can expect, we will explain through the next activity.
- > Have you heard of stress?
- What is stress? Ask one of the students to try to explain the meaning of the term stress.
- What situations often lead us to a situation of increased stress? If the teacher calls you out and you are not prepared to answer, can it be a stressful situation? How does our body react in such situations?
- Can violence be a cause of stress? How?

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Continue the workshop. Violence and exposure to violence can be a strong cause of stress, for a person who is exposed to violence, for people who witness violence, but also for a person who commits violence. Violence can make anyone sad, unhappy, dissatisfied, scared or even lead to bigger problems, such as loss of concentration, isolation, depression and the like. Frequent exposure to violence (ridicule, humiliation, setting provocative statuses, rejection, etc.) can lead to a number of problems that are more pronounced the longer and more intense the exposure to violence.

Before continuing with the topic, ask students to explain the meaning of the term violence. Conclude that violence is aggressive behavior that can be physical, verbal, or social. Boys most often use physical violence and threats, while girls to a greater extent involve or use verbal or social violence.

Emphasize the following: No matter what the violence, the victim's violence leads to feelings such as sadness, anger, concern, fear, helplessness, hopelessness, shame, hurt, and even guilt over the violence to which the person is exposed. (the person blames him/herself for the violence to which he/she is exposed).

The most dangerous aspect of violence lies in recurring violence. People who are exposed to recurring violence live in constant fear and anxiety as they think about when and how the violence will recur next time. Without the help of classmates, it will be harder for a person to confront those who commit violence, therefore, an important factor in preventing violence is student reactions.

A question to think about: Imagine that your best friend is provoked, threatened, rejected every day in class. How would your friend feel? How would you feel if no one in the class reacted to the violence they witnessed? Write the students' answers on the board. Explain below that you will continue to talk about stress and the relationship between stress and violence.

Explain the following to the students:

Stress is the body's natural reaction to situations and demands of everyday life. Whether adults or young people (to whom students also belong), stress may be present to a greater or lesser extent. When our body "notices" a certain threat or concern, our body begins to produce intense hormones (such as cortisol) whose role is to "help" our body cope more effectively with the problem

Examples of stress factors:

When the teacher calls your name, when you first come to class, the first meeting, public speaking, questioning in front of the rest of the class, answering for the final grade, approaching a girl or boy with the intention of asking them to go out, leads to a bodily reaction, i.e. our body responds to stress. Explain to students that physical reactions are, for example, sweating of the palms, abdominal pain or rapid heartbeat. If a person is exposed to prolonged stress, there will be a large amount of stress hormones in that person's body. This hormone, although it serves to help us in stressful situations, if they are frequent and long-lasting, it can disrupt all other hormones in the body and cause enormous damage.

Effects and consequences of stress

The feeling that you are under intense pressure or that you are facing complicated demands that exceed your capabilities is not unique to you. Almost all people during life, and especially young people during puberty, face the same or similar feelings. We will simplify this topic with examples that best illustrate situations in which we may feel stress: school exam, peer pressure, approaching your crush, losing money, changing school, breaking up with a loved one, peer relationships, unhealthy relationships, violence, school grades, going of parent/guardian to the parent-teacher meeting (and the person hid the grade or misbehavior), etc.

Effects of stress

Not only does stress affect our emotions and thoughts, but along with emotions and thoughts it affects almost all processes in our body. Example: A teacher turns a page in a school diary with your name on it and says that he/she will test your knowledge today. Immediately the heart starts beating faster, the blood pressure rises and you can already easily recognize the body's reactions to stress. Your palms are sweating, you are thinking faster than usual, you are trying to resolve the situation and the physical response is following your mental and emotional state.

Before the workshop prepare table Effects of stress, and in the continuation of the workshop, place it on the board and continue.

Continue the workshop: In the table you can see how stress affects our body, but also how a relaxing and relaxed approach to coping with stress can eliminate the physical signs that are a consequence of stress:

- Accelerated pulse
- > High blood pressure
- > Accelerated heart rate
- > Increased muscle contractions and increased muscle tension
- > Shortness of breath
- > More intense stomach problems
- > Elevated body temperature
- > Narrowing of blood vessels

Stress can affect our body, behavior, feelings and thoughts. Explain below how stress affects the human body:

Changes in the body

- > Muscle tightness (as if you were in a spasm)
- > Accelerated breathing and rapid heartbeat
- > Headache
- > Sleep problems
- Nausea and vomiting

Changes in motivation and behavior

- > Absenteeism
- > Loss of motivation to learn
- > Loss of motivation to socialize
- > Retreat into yourself
- > Hypersensitivity to stressful situations

Changes in feelings

- > Concern
- > Feelings of anger and rage
- > Feelings of helplessness and hopelessness
- > Irritation
- > Feeling powerless to deal with violence
- > Feelings of guilt

Changes in thoughts

> Problems with concentration, memory and decision making

- > Loss of self-confidence
- A person can develop negative attitudes about themselves and their life

Conclude that whether it is physical violence or belittling, the consequences can be just as serious. On the other hand, both forms of violence put the body in a state of stress, and stress affects all other aspects of life, and even bodily processes and functions. A simple example to see how stress affects our body in a short time: did it happen to you that while descending the stairs, you accidentally miss the stairs but still do not lose your balance, or that someone suddenly hits the brakes while driving? Have you felt tingling in your legs or pain in your stomach, and because of fear, emotion that is normal in such situations?

Work in groups

Explain to the students that in the continuation of the workshop you will divide the students into groups and that each group will get a different case of violence and that within the group they should answer two tasks. Divide the students into four groups and give them the tasks. Give students 15 minutes to answer both tasks and emphasize that each group should designate a person who will present the joint results of the group work.

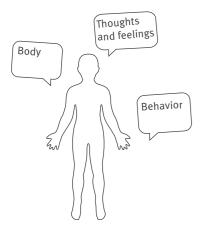
After answering both tasks, give each group a maximum of 2 minutes to present their conclusions. Before the conclusions, each group should read the story they analyzed (30 seconds). End the workshop with a discussion using the questions offered:

- > Are the situations you analyzed realistic and common among young people?
- > What did you learn from today's workshop?
 - » Did you know about the connection between stress and all other functions in the body?
 - » How do you explain the connection between stress and violence today and what consequences does stress have on a person?
- > How can students in the class contribute to preventing the situations from the stories you have analyzed from happening and to stop the continuation of the violence to which the person is exposed? Can adhering to the declaration they signed prevent the examples from the stories from happening to anyone?

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Thank the students and explain that in the next workshop you will talk about the perfect school where there is no violence and that you will talk about how students can contribute to making the school really like that.

Working material: Stress and violence



GROUP 1: Denis is a calm and withdrawn young man. A few days ago, they hid his bag in class and everyone laughed as he searched the classroom. A couple of students said that he was definitely stupid and that he didn't need a bag. Several students laughed, while the other half of the class ignored the violence to which Denis was exposed. The next day they hid a pencil case for Denis, and a day later a jacket. Denis has been exposed to violence almost every day and you have noticed that he has changed in the last few days. When you approached him and asked how he was feeling, Denis told you that for the last few days he was constantly thinking about telling his mom that he was sick and that he was not coming to school. Yesterday he got 1 (F) in Geography, and since it was his favorite subject, this grade surprised his teacher as well. When the teacher asked him why he had not prepared, Denis was silent. He told you in confidence that he could not learn and that he could not concentrate on learning. He even said that he blamed himself for everything that was happening to him and that he had not been able to sleep for the last few days and that his head had been hurting for days.

Task 1: Case study

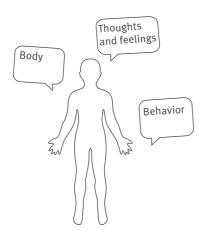
Carefully study the situation assigned to you. Answer the questions below the case you are analyzing:

> What forms of violent behavior did you identify in the story assigned to you?

- Who are the perpetrators of violence? Active and passive!
- How did the violence affect the person exposed

Task 2: The impact of stress

After analyzing the story assigned to you, discuss within the group how the violence in the story reflected on person exposed to the violence. Has it affected grades in school, does the person feel differently than before, do they feel the physical consequences of stress caused by violence? Fill in the blanks with the effects of stress that the character from your story is facing. State how the violent situation and the stress that accompanies it affect his/ her body, thoughts, feelings and behavior. Identify in the group a leader who will present the conclusions of the group work.



GROUP 2: Alen experienced a very embarrassing situation two weeks ago. A group of students teased him about his style of dress. The T-shirt he received for his birthday was not enough manly/ womanly for this group, so the students got together and started giving very unpleasant labels. Someone said he was *qay*, the others laughed and continued to call out words. This has continued the next day, and for several weeks. In recent days, most students call him "Alena", alluding that he is a woman and Alen feels terrible. You heard that someone from the class "photoshopped" (processed a photo in a program called Photoshop) his picture and connected his face with the body of a famous actress, and that a lot of students liked the picture and passed it on to each other. Given that some of the students train football at the same club as Alen, you have heard that Alen has not come to the last three training sessions. He didn't say anything to his parents, so at the coach's invitation, they said Alen wasn't feeling well and told them it was a virus he got from his best friend. Alen began to retreat into himself and was seen to be constantly anxious (his palms were sweating, and as he spoke it was noticeable that he was breathing rapidly). He even became aggressive towards friends and people with whom he was not in conflict. Maybe the reason he can't sleep for days is that he is constantly thinking about everything that is happening to him. He doesn't want to go to school, the thought that he will still be the subject of jokes terrifies him. Thinking about this also affects his learning, so he got bad grades.

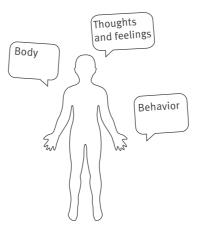
Task 3: Case analysis

Carefully study the situation assigned to you. Answer the questions below the case you are analyz-

- > What forms of violent behavior did you identify in the story assigned to you?
- > Who are the perpetrators of violence? Active and passive
- > How did the violence affect the person exposed to it?

Task 3: The impact of stress

After analyzing the story assigned to you, discuss within the group how the violence in the story, reflected on the person exposed to the violence. Did it affect grades in school, does the person feel differently than before, do they feel the physical consequences of stress caused by violence? Fill in the blanks with the effects of stress that the character from your story is facing. State how the violent situation and the stress that accompanies it affect his/ her body, thoughts, feelings and behavior. Identify in the group a leader who will present the conclusions of the group work.



GROUP 3: Last week, one of the students posted a video on social media in which Petra was teased by the students in the class, regarding her appearance. While they were filming her, someone said that the style of dress that Petra followed dates from the 16th century. The video soon went viral, so almost the entire school witnessed the violence to which Petra was exposed. Many students joined the violence through comments encouraging and justifying the violent behavior of peers who recorded and posted the video. Petra saw the comments and it hit her hard. She felt hurt, humiliated and helpless, yet everyone at school saw the controversial video and comments. At one point she didn't know if the comments were worse or the fact that everyone had seen them. The video was seen by friends, people she knew and those she didn't know, but the hardest thing for her was that it was seen by the guy she liked. She believes that it has irreversibly destroyed her status at school. The school she loved because of friends, she now despises and does not want to go to classes. Yesterday Petra did not come to school, but she did not come to her best friend's birthday either. When you saw that she didn't come to school today, you went to talk to her. She told you that all this affected her and that she had not been able to study for the last 7 days, that her stomach hurts every day and that she has constant cramps. She compared it to the feeling when a teacher calls your name, only in her case that awful feeling lasted for 10 days without interruption.

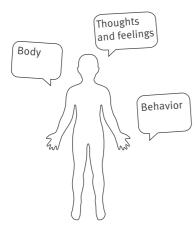
Task 4: Case study

Carefully study the situation assigned to you. Answer the questions below the case you are analyz-

- > What forms of violent behavior did you identify in the story assigned to you?
- > Who are the perpetrators of violence? Active and passive
- > How did the violence affect the person exposed to it?

Task 5: The impact of stress

After analyzing the story assigned to you, discuss within the group how the violence in the story reflected on person exposed to the violence. Did it affect grades in school, does the person feel differently than before, do they feel the physical consequences of stress caused by violence? Fill in the blanks with the effects of stress that the character from your story is facing. State how the violent situation and the stress that accompanies it affect his/ her body, thoughts, feelings and behavior. Identify in the group a leader who will present the conclusions of the group work.



GROUP 4: For the last 2-3 weeks several students have been taking money from Ivan that he brings for snacks. They told him that in case he reported them or stopped bringing money, they would start taking more drastic measures, thinking of physical abuse. No one in the class reacted, so Ivan felt humiliated and helpless. When he tried to ignore their call to give them money a few days ago, they approached him and started hitting him, and even then no one responded. Ivan had a bruise on his face, and he told teachers and parents that he accidentally hit himself. The abuse continued and Ivan suffered humiliation, blackmail, threats and occasional beatings every day. He stopped learning and it was already noticed that all this was reflected in his learning and grades. Today he got two grades 1 (F) in subjects he loved, and he said that in the last days he could not focus on learning and that he could not sleep for days. He even complained that he had a headache every day from the pressure and thinking.

Task 6: Case study

Carefully study the situation assigned to you. Answer the questions below the case you are analyzing:

- > What forms of violent behavior did you identify in the story assigned to you?
- > Who are the perpetrators of violence? Active and passive
- > How did the violence affect the person exposed to it?

Assess the situation

(DURATION:

45 minutes

WORKSHOP OBJECTIVES:

- > Students will learn about different positions in violence and how to deal with them adequately
- > Students will learn how to safely assess the situation before making any decisions
- > Students will learn how to react in the best and safest way based on the assessments made

⊘ REQUIRED MATERIALS:

- > Flipchart papers
- > Markers (4 or more markers)

NOTE FOR PEER EDUCATORS:

The educational module "Assess the situation" is aimed at developing the skills of assessing the situation and choosing the appropriate strategy in case students witness violence, and not in situations where they are exposed to violence. Research shows that insisting that a person exposed to violence must report violence is not a good strategy and can create additional harm. The reason is the fact that the person is already exposed to violence and does not have the strength to resist, and insisting that they should react can create a feeling of additional helplessness in the person.

In cases of violence, students can intervene and stop the violence, but whether it is safe for them at some point depends on various factors, such as the following:

- > Are they in the circle of people they known?
- > Is violence perpetrated by more than one person?
- > Are there other students nearby who want to stop the violence?
- > Does the violence they witness imply the use of sharp objects?
- > Is a person who commits violence under the influence of certain psychoactive substances?

These factors may increase the risk of escalating violence they witness. Assessment is important so that students can choose the safest strategy that will not endanger participants in a situation of violence.

INTRODUCTION

During today's workshop, we will discuss situations of violence and ideas on how to adequately deal with such situations. Remind students of three positions in violence:

- > A person who is exposed to violence
- A person who commits violence
- > A person who witnesses violence

Ask students for their opinions regarding witnesses of violence. In relation to the reaction to violence, what kind of witnesses can be:

- > Active: those who oppose violence
- Passive: those who do not react to violence
- > Those who support violence: calling out, laughing, cheering, etc.

Remind students of the Declaration Against Violence and ask the group that is currently the Protector of the Declaration of Violence to introduce themselves and express their opinion on the role of the Protector of the Declaration in case violence occurs. What strategies can you take to stop violence, but in a way that does not endanger the person who is exposed to violence, but also the person who commits violence? Is there a friendly way to stop violence before it escalates into a problem that is harder to solve?

PREPARATION:

Ask students to list examples of violence that may occur in or out of school. Write the answers on the board or flipchart board. If students do not respond or cannot remember certain forms of violence, remind them of the Declaration, which lists examples of different forms of violence.

Note: If you have previously done "mini-research - violence I have witnessed, violence I have been exposed to", single out the examples you have identified or those given to you by the defenders of the declaration during the interview. Continue the workshop. Although all forms of violence are harmful, some forms of behavior can be more dangerous than others, and often such forms are illegal behavior. It is especially important to mention the recurring violence. For example, students belittle a student in class every day or give him or her labels that they use every day to communicate with him/ her. In such situations, a person is exposed to violence that is continuous (recurring) and involves one or more students committing violence.

What can we do at a given moment? Is it better to wait and help a person who is exposed to violence, after the violence we are witnessing? Is there the slightest risk of you being endangered? Do we, as individuals, have the strength to stop violence or do we need support, are questions we need to agree on before we react. Think before you act, the most important strategy is to prepare an adequate response to violence. We must not forget that your personal safety is important and that the desire to stop violence must not be an obstacle to assessing whether there is a risk for us before we react.

We can assess the situation of violence using questions like these:

- > Can someone be hurt (physical violence) if we react?
- > Is it a situation that involves breaking the law (a person has stolen something, a person is threatening with a knife or other dangerous object)?
- > Is the place where you are unknown?
- > Are there people you don't know near you?
- > Are you alone and away from other students who might be able to help?

If the answers to the above questions are YES, then it is a potentially risky situation. But if a certain situation happens in the classroom and near students who can or want to join you and help stop the violence, then the risk is much lower and the assessment can help you choose the appropriate way to react.

In the continuation of the workshop, draw an arrow on the board as in the picture below, write "dangerous" on the left and "less dangerous" on the right. Ask students to classify the previously listed types of violence into these two categories. The aim is to "point out" situations in which there is a small risk that the problem will escalate, and in the event that a group of students "intervenes" and influences a student who commits violence not to do so. Also, with this exercise, we want to single out those actions that carry a high risk, so in their case, it is best to seek the help of a teacher or other elderly person.

Note: There will be fewer actions in the "dangerous" column compared to the other column. Most students will not encounter such situations, but it is certainly important to mention them.

Assess the situation

Divide students into 4 groups. Each group should receive all five examples of violence. The task of the groups is to analyze all four cases and assess the situation, and present their conclusions. At the end of each presentation, peer educators should ask other students if they agree with the group's conclusions and possibly offer a different opinion.

Time required to work in groups: 15 minutes

Presentations: 2 minutes per group = 8-10 minutes Discussion: 5-10 minutes

CASE 1

You are in front of the school with a friend from class. Next to you is a group of students from the older class and you don't know them. You have noticed that they have surrounded a student from your class and are making fun of him. When he tried to get away, they closed the circle around him and started pushing him, not allowing him to come out. He begged them to leave him alone, but they became louder and more aggressive. You are thinking about what is the best thing to do: whether to try to stop the violence you are witnessing or to look for a teacher at school or ...

Assess the situation using the questions provided.

- > Can someone be hurt (physical violence) if we react?
- > Is it a situation that involves breaking the law (a person has stolen something, a person is threatening with a knife or other dangerous object)?
- > Is the place where you are unknown?
- > Are there people you don't know near you?
- > Are you alone and away from other students who might be able to help?
- > What can you do?
- > Is it safe for you?

CASE 3

It is getting dark and you are coming back from school. You have noticed a group of three young men and two girls who, judging by their behavior, look like they are drunk. One young man carries a bottle of alcohol, and the other behaves extremely aggressively and starts insulting the young man who goes to your school, and who passed by across from you. The young man turned and asked if he was addressing him, and this group headed towards him. There was a commotion in an instant. You think about what is the best thing to do! Assess the situation using the questions provided.

- > Can someone be hurt (physical violence) if we react?
- > Is it a situation that involves breaking the law (a person has stolen something, a person is threatening with a knife or other dangerous object)?
- > Is the place where you are unknown?
- > Are there people you don't know near you?
- > Are you alone and away from other students who might be able to help?
- > What can you do?
- > Is it safe for you?

CASE 2

You are in a classroom where a group of students record the violence you witness with a mobile phone. Two girls hit a student who is on the floor, while other students call out words. Several of your friends are here with you and you are thinking of asking them to stop. Assess the situation using the questions provided.

- Can someone be hurt (physical violence) if we
- > Is it a situation that involves breaking the law (a person has stolen something, a person is threatening with a knife or other dangerous ob-
- > Is the place where you are unknown?
- > Are there people you don't know near you?
- > Are you alone and away from other students who might be able to help?
- > What can you do?
- > Is it safe for you?

CASE 4

You went out to the local park and you were sitting in the company of classmates. You noticed a group of young men sitting on the bench next to you drinking alcohol and visibly drunk. One of them carries a stick and with it hits a bench that is already cracked. They were approached by an older man who kindly asked them not to do so, to which a group of young men stood up and pushed away the older man who had fallen. The young men began to insult the man who called for help. You are close enough to help, but is it safe for you? Assess the situation using the questions provided.

- > Can someone be hurt (physical violence) if we
- > Is it a situation that involves breaking the law (a person has stolen something, a person is threatening with a knife or other dangerous object)?
- > Is the place where you are unknown?
- > Are there people you don't know near you?
- > Are you alone and away from other students who might be able to help?
- > What can you do?
- > Is it safe for you?

Chapter 3 PRACTICAL TOOLS FOR WORK IN SCHOOLS AND COMMUNITIES PRACTICAL TOOLS FOR WORK IN SCHOOLS AND COMMUNITIES Chapter 3

CASE 5

You noticed that students from the school "share" a video of young man who was bullied and filmed by a group of students from higher classes with a mobile phone camera. Very quickly, the video went viral and several students in your class wrote comments justifying the violence to which the student was exposed. Assess the situation using the questions provided.

- > Can someone be hurt (physical violence) if we react?
- > Is it a situation that involves breaking the law (a person has stolen something, a person is threatening with a knife or other dangerous object)?
- > Is the place where you are unknown?
- > Are there people you don't know near you?
- > Are you alone and away from other students who might be able to help?
- > What can you do?
- > Is it safe for you?

CONCLUSION OF THE WORKSHOP

Before deciding on a reaction to the violence a person is witnessing, an assessment is important. The assessment is important for several reasons:

- > To protect ourselves
- > To prevent the escalation of violence
- > To prevent even greater damage that may result from inadequate intervention

If the perpetrator possesses a sharp object or it is a group that commits violence, it is better to seek the help of adults than to risk the violence we witness turning into violence to which we are exposed. If you assess that a person is under the influence of psychoactive substances, then we advise you to seek the help of an elderly person or a passer-by, and not to react on your own. If this is a violent group and you are far from people you know or authorities who can help you, avoid any reactions that could involve you in the violence you are witnessing.

In the next workshop, we will talk about reactions to violence, so preparation is important for this exercise, so ask students to interview their parents and come to the next workshop with the conclusions of the interview. Distribute copies of the interviews to the students and explain that they do not have to bring the completed questionnaire to the workshop, but that they will discuss the key findings they came up with during the workshop.

What can I do if...

UDURATION:

45 minutes

WORKSHOP OBJECTIVES:

- > Students are introduced to the concept of "triangle of violence"
- > Through the given examples, students discuss safe ways of getting involved in violence, and get acquainted with the ways in which they can make safe decisions.
- > Students learn the importance of proper risk assessment before any reaction to a person who commits or suffers violence

⊘ REQUIRED MATERIALS:

- > Declarations of violence created during the session "Youth against violence"
- > Findings of the mini-research "Prevalence of violence after the creation of the declaration"
- > Chalk and blackboard
- > Copies of cases of violence
- > Empty protocols for parent interviews

☐ INTRODUCTION

Before you start with the thematic part of the workshop, ask the "protectors of the declaration" with an active mandate to join you and to summarize their own, but also the conclusions of previous groups. If students have previously done a mini-research, discuss the results:

If cases of violence have been reported

- > What can we do to prevent such cases from recurring?
- > Who could have influenced everything to prevent violence?

If the violence did not occur after the declaration was formed

> Congratulate the students on the result and remind them of the reasons for signing the declaration, and support the students in further adhering to the principles of the declaration with motivating messages.

Then thank the students for the interview they did as part of the assignment after the previous workshop. Ask if any of the students want to share a certain observation during the interviews they conducted with their parents/guardians.

The triangle of violence and witnesses of violence

Remind students of the triangle of violence (victim of violence, perpetrator, and witness to violence). Then ask students what kind of witnesses are there? Through interaction with students, explain several positions of witnesses of violence:

- Active positive witnesses
- > Passive witnesses
- > Witnesses involved in the violence

It is important to explain to the students the meaning of each individual position:

Active witnesses are persons who in a certain way stop the violence before it happens, stop the violence that is happening, or take steps that show disagreement with the violence that the other person/group is committing.

Passive witnesses are persons who do not react to the violence they witness.

Witnesses involved in the violence are people who cheer, call out words, laugh and thus contribute to the violence that is happening.

In the continuation of the workshop, ask the students why witnesses have the greatest power in the triangle of violence? Acceptable answers are: "witnesses are the largest group", "a person who commits violence usually attracts the attention of the rest of the class (witnesses), "if we give it importance, that person will stop", "violence feeds attention, so the presence of witnesses is more than important", "if a person notices the disagreement of the majority with the violence he/she commits, the person will stop", "because we signed the declaration and agreed to work together to make this a class without violence".

Conclude that numerous studies confirm that witnesses of violence really have the greatest power to stop or influence violence, and even to make a certain environment, such as schools, classrooms, clubs, etc., a place where there is no violence. Violence feeds on attention and if the perpetrator feels that it has a positive effect on his/her image and that he/she will not suffer any consequences, then the person will continue to behave violently and expand over time the list of those who are his/ *her target.* That is why it is important to create an environment in which no one feels that violence has any positive side and that there are no those who tolerate violence in their environment.

Explain: Research has shown that peers, i.e. witnesses of violence are the most powerful factor that can stop or eradicate violence. However, many young people do not react.

Ask students why students who witness violence choose to remain passive and unresponsive? Try to get as many different answers as possible. You can ask the same question "what else is the reason why someone does not react to the violence they are witnessing?" several times, until you get 4-6 answers.

Then present the most common reasons to the students. You can prepare examples on flipchart paper or on a board. As you speak, a team member can write examples on the board.

There are many reasons why young people who witness violence do not react to the same. For ex-

> It is not mine to interfere with, it is their problem. Violence feeds on attention and ignoring the act of violence. Violence is everyone's problem, whether we are the victim or anyone else.

- It is better not to be hurt or become a new victim of the bully. The assessment is of particular importance in this case. Ask students to recall previous workshops and give an example of how they can make an assessment and what we need to think about before reacting.
- They feel helpless to stop the violence.
- They do not like the victim or think that the victim deserves what is happening to him/her
- > They do not want to draw attention to themselves
- > They are afraid of revenge of the bully
- > They believe that if they tell adults, they will not achieve anything or they can complicate the situation even more
- > They believe that only the weak report violence
- They do not know what to do

It is important to note that those who call out words and thus encourage violence or ridicule the victim are not witnesses but accomplices to the violence. How does the witness feel about the lack of reaction?

- 1. Frustrated because they feel helpless to do something. They feel that they cannot or are not in a position to say or do something that would stop the violence or help the victim.
- 2. Confused and uncomfortable pressure to join the violence because we want to be on the side of the winner or the majority of peers (phenomenon: "hiding in a group").
- 3. Scared to be on the side of the abuser because he/she does not want to become a new victim.
- 4. Guilty because they did not react and help the

Explain to students: It is important to teach young people, especially potential witnesses of violence, how to act safely and positively in a preventive or intervening manner in the event of a risk of violence or harassment. The approach of active witnesses of violence involves interventions in cases of physical, verbal, digital and other forms of violence, stopping them before they happen, stopping them during the event, speaking publicly against someone's idea of behaving violently, encouraging other peers to act positively, discouraging individuals and groups to be violent towards someone.

Activity: I agree / I disagree

Explain to the students that in the continuation of the workshop you will discuss frequent beliefs about violence and that you will read the statements for the next 7-10 minutes, and the students should say whether they agree or disagree with a certain statement. After the facilitator or peer educator reads the statement, if the students agree, they raise their hand, and if they do not agree, they leave their hand down.

After reading the statements, ask students to explain their point of view:

- > If I tell someone about the violence I have witnessed, I am a "rat"!!
 - » Incorrect!! Conclude: While "ratting out" is used to hurt someone, on the other hand, reporting violence is used to help someone. The people you help will never forget what you did for them and are more likely to do the same for you tomorrow.
- > Calling funny names is harmless and is an integral part of growing up.
 - » Incorrect!! Conclude: There are no mild or severe forms of violence and any violence leaves consequences. Nobody likes to be called derogatory names, although someone can react to them as if they don't care.
- > If I try to stop the violence, I may become the next victim.
 - » Incorrect!! Conclusion: If more students react, the person cannot choose everything as the next target. On the other hand, there are various strategies we can take to deter a person who commits violence. Expressing the disagreement of several students and reminding them of the declaration and everything you discussed during the last workshops can be a strong enough factor in terms of preventing violence or stopping the violence that is happening at that moment. Research has shown that in classes where witnesses do not tolerate violence, the possibility of violence is drastically reduced.
- > We should not react to violence because in time it will pass and the person will be fine.
 - » Incorrect!! Conclude: Exposure to violence that is continuous can create far greater consequences than violence that happens once. On the other hand, violence affects the health of the person exposed to it, and even in that case it is important to react before the violence leads to more serious consequences for the health of the victim. Violence that

is ignored often escalates into violence that lasts longer and can lead to very serious consequences.

What can we do?

Discuss with students how they can directly or indirectly intervene and report violence:

- > Safer ways to involve witnesses in situations of
- > Young people often feel that the only way to stop violence is to "jump in" and physically separate or verbally stop the violence we are witnessing. But, there are far safer methods that can be effective, and on the other hand become equally safe for those who choose to use them.

Indirect interventions:

- > Aimed at the perpetrator
 - » Do not encourage violence! Ask students why this is a potentially useful method. Look for three or more answers from three or more students.
- » Ignore if you see it can escalate! Ask students why this is a potentially useful method. Look for three or more answers from three or more students.
- » Stand back and encourage others to move away with you! Ask students why this is a potentially useful method. Look for three or more answers from three or more students.
- Aimed at a person who has been exposed to vi-
- » Say something nice! Ask students why this is a potentially useful method. Look for three or more answers from three or more students.
- » Invite a person to a school break or a recess with you! Ask students why this is a potentially useful method. Look for three or more answers from three or more students.
- » Ask how he/she feels and say you don't agree with what they did to him/her! Ask students why this is a potentially useful method. Look for three or more answers from three or more students.
- » Discreetly encourage other students to join a person who has been exposed to violence and be supportive! Ask students why this is a potentially useful method. Look for three or more answers from three or more students.

Now explain that you will discuss direct interventions, that is, what witnesses to violence can do directly to stop the violence or help the victim. It is useful to write direct interventions on flipchart paper or board so that students can see them during the discussion. After reading each statement, ask two or more students to give their opinion on why a particular intervention may be helpful.

Direct interventions

Towards the perpetrator

- > Express disagreement with behavior! Ask students to give an example.
- > Say something like "What you're doing is not ok."
- > Stand up as a group and together disagree with the behavior of the perpetrator (this is the most effective way). If violence is happening in your class, remind the person of what we talked about. Remind the perpetrator of the consequences of the violence and the damage that the violence causes and the declaration that you all signed, in order to prevent someone in your class from being hurt or endangered in any way. This is your class! Ask students to share experiences or examples: did they witness or participate in a situation where the group influenced the person to stop behaving violently (without examples of the use of physical violence, the focus is on the verbal approach)? What did that situation look like? How do people who stop or prevent violence against someone feel?
- > In a humorous way, try to change the topic or suggest a better solution.
- > You can say that the teacher is coming and try to distract the situation that is happening.
- > You can say, "Stop, you can do so much better than that."
- > Say "NO, that's not ok" and leave the class.
- > In the post/comment, point out that what the person is doing is not ok.

Towards a person who is exposed to violence

- > Help the student get out of the situation he is in.
- > Offer to be with him/her and say that you can ask for help together.
- > Send a message to the person and write how you really feel about the situation you witnessed.

Explain: Support is very important for a person who is exposed to violence, especially when it comes to the environment in which that young person spends the most time. It is very important that the victim of violence knows that she/he is not alone in the problem and that there are others who understand her/him.

Let's choose the right strategy

Thank the students for their active participation and explain that in the continuation of the workshop you will discuss safe and secure ways to involve witnesses in the prevention of violence. You need four volunteers for this activity. Before they respond, explain that you need four people to read four different short stories and that the other students will then start the discussion. Emphasize that volunteers only need to read the stories, and facilitators or peer educators will lead the discussion.

Give each of the four volunteers one example of a case of violence that the students analyzed in a previous workshop. After the student reads the case assigned to him/her, lead a discussion about the interventions that witnesses can make to prevent or stop violence in the classroom or on social media using the questions provided. You can tell students that they can be reminded of examples of direct and indirect interventions.

After each story you read, use the same questions:

- > What form(s) of violence it is about?
- > Where does the violence take place?
- > How did the witnesses of the violence react in this case?
- How does the lack of reaction of other students affect the violence and the victim?
- What could witnesses do to prevent the violence before it started or at the very beginning?
- > What could witnesses do to stop the violence?
- > What could witnesses do to help the victim?
- What additional steps need to be taken to prevent similar behavior by the same or other students?

Another team member can write the answers on the board.

Working material: Copies of cases of violence

Note: For the purposes of this workshop, use the working material of workshop number 24. Violence and feelings.

WORKSHOP CLOSING:

Thank the students for their active participation during all six workshops. Remind students that the workshops are part of a broader program implemented by the school, in order to establish the first schools in this area, which can be called *schools without violence*. Remind students of the Declaration and ask them that every time they are angry, furious, or disappointed, in situations where they witness violence or notice that it could happen, they remember these six workshops and common conclusions that were sincere, theirs and supporting of the idea that we make a class that says NO to violence.

In this part of the workshop, you can highlight your own observations in the context of the class and students who attended the workshops. Ask students to allow you to enroll in the Declaration. Point out that you are aware that you cannot be an active advocate of their class declaration, but that you believe that as a class they have the strength to adhere to common conclusions and common decisions to actively oppose any form of violence in their class. Since you yourself have participated as peer educators or as a teacher, it would be an honor for you to have your name among those who want to make their environment wonderful and pleasant for every student! And so for all generations to come. Explain that you will be available in case any of them need advice or information.

Chapter 3 PRACTICAL TOOLS FOR WORK IN SCHOOLS AND COMMUNITIES PRACTICAL TOOLS FOR WORK IN SCHOOLS AND COMMUNITIES Chapter 3

PARENT INTERVIEW PROTOCOL

Use the following questions during an interview with one or two parents or guardians. You do not have to write down the answers and the answers to these questions are confidential.

- 1. When I say school violence, what comes to your mind first?
 - Note: Show the parents a card with the listed forms of violence and ask them to read them. Ask if any of the above forms are new to them, i.e. whether they recognized a particular behavior as violent without having seen it as such before. If YES, what did they learn:
- 2. When you were my age, did you witness any cases of violence at school or in front of the school? If so, what kind of violence was it? Using notes and materials from the workshop, determine which category or categories of violence the case mentioned by the parent belongs to.
- 3. When the violence you mentioned at the beginning happened, what was your role: the person who was exposed to the violence, the person who committed the violence or a witness to the violence. If the answer is a witness to violence, explain to the parent that there are witnesses who watch the violence and do not react, there are those who cheer and thus contribute to the violence and there are witnesses who stop the violence. Ask the parent/guardian to explain their position in the situation they singled out at the beginning of the interview.
- 4. What did you do during witnessing the violence or after the violence occurred? Explain to parents what witnesses to violence can do in case of violence.

Interview for parents - final questions

Note: You complete this section after the interview is completed. It is important that you answer each question, sign it, ask the parents to sign it and return the completed questionnaire to the teacher/homeroom teacher. (to be filled in by the student and signed by the teacher and the parent)

Was the interview interesting to you?	
Did you learn anything during the interview?	?
3. Do you think that the person you intervie If so, what did the person learn	ewed learned something from you during the interview?
4. Were you surprised by the experiences of the	person you interviewed because they are similar to yours?
5. What is the most important thing you learned	d during the interview with your parent / guardian?
Student's signature	Parent's signature

Violence at school and on the Internet

(DURATION:

45 Minutes

WORKSHOP OBJECTIVES:

- > Students renew their knowledge about violence and different types of vio-
- > Students discuss peer violence and the consequences it leaves on young
- > Developing presentation and decision-making skills in students

♥ REQUIRED MATERIALS:

Working material

- > Card 1 Witness to violence
- > Card 2 Victim of violence
- > Card 3 Associated in violence
- > Card 4 A bully friend

PREPARATION:

During the preparation of the workshop, the facilitator should place the working materials on an empty field of the second level. Taking into account that each group has a different task, the facilitator should randomly determine which group will be given a particular task. Tasks are divided into 4 cards:

- > Card 1 Witness to violence
- > Card 2 Victim of violence
- > Card 3 Associated in violence
- > Card 4 A bully friend

Each group received one of these four cards. Students then retreat to a reflection corner and work there independently to solve the task. Each card contains instructions for groups to work independently, but we suggest that facilitators visit each group and offer help. The groups have 20 minutes to solve the task and 5 minutes to explain the solution.

The facilitator explains: after a pleasant summer vacation, the best friend of each individual group returns to school. This time, your best friends have faced a challenge and each group has a different task and should offer an adequate solution. Ask students to share within the group the task material and supporting materials necessary to better understand the problem and potential solution.

PREPARATORY TASK

If students have not previously received education in the field of violence, it is important that before the independent work of students in groups, the facilitator offers basic information about violence. He/she can use the offered concept:

Violence is "the deliberate use of force or power, threat or actual action, against oneself, another person or against a group or community, which leads or is likely to lead to injury, death, psycho-

logical consequences, inadequate development or deprivation. Through interaction with students, check whether they know how to list the categories of violence and check the position on the most common forms of violence to which children and youth are exposed in our country.

Emphasize that during this workshop you will talk about two categories of violence, namely violence against yourself and interpersonal violence.

Explain to participants that each group has 20 minutes to consider and solve the task and an additional 5 minutes to present their solutions. The role of the facilitator is to discuss each answer during the presentation of the teams and offer healthy perspectives, in case young people offer harmful and unhealthy practices in their solutions. Each group has four questions to answer, and each question

carries a number of positive or negative points. To make tracking and calculation easier, below are all four task and answer cards with predefined points. In this way, the facilitator should follow the offered solutions during the presentation of each team, and after presenting each answer, tell the students how many points they received and explain why.

Facilitator material: Task cards and defined results

CARD 1 WITNESS TO VIOLENCE

Denis is a calm and withdrawn young man. Today they hid his bag in class and everyone laughed as he searched the classroom. A couple of students said that he was a "bad student" anyway and that he didn't need a bag. Your best friend watched it and wondered if he should react and try to stop the violence he was witnessing. He is afraid that, in case he reacts, he will become a victim of this group, but he also knows that if he keeps silent, he directly contributes to the violence. What will he do? Please discuss the following questions within the group first, and then answer the questions that solve the task.

Questions for group discussion:

- Why don't young people react to the violence they witness?
- Why should they react?
- > What are the consequences of violence?
- > Is there mild and severe violence?
- > What can we do?
- » Talk to Denis!?
- » Report violence!?
- » Stand by Denis and tell the others to stop!?
- » Advise Denis to talk to a teacher or pedagogue and be a witness to the violence he was exposed to!?

CARD 2 VICTIMS OF VIOLENCE

Yesterday your friend experienced a very embarrassing situation. A group of students teased him/ her about his/her style of dress. The T-shirt he/she received from you is not manly/womanly enough for this group, so the students got together and started giving very unpleasant labels. Someone said he/she was gay/tomboy, others laughed and continued to call out words. This continues the next day, and for several weeks and your friend is feeling awful. He/she doesn't want to go to school, the thought that he/she will still be the subject of jokes terrifies him/her. Thinking about this also affects his/her learning, so he/she got bad grades. Please discuss the following questions within the group first, and then answer the questions that solve the task.

Questions for group discussion:

- > Are these common situations in schools?
- > What feelings accompany your friend?
- > What could you do to help a friend?
- > Why do boys or girls avoid asking for help?
- > Should we seek help and why?
- > Who can he/she turn to and what can he/she expect?

What should your friend do? Answer the above-mentioned questions to explain your best friend's reaction:

CARD 3 ASSOCIATED IN VIOLENCE

Last week, someone posted a video on social media in which your friend was teased by students from the class. The video soon went viral, so almost the entire school witnessed the violence your friend was exposed to. Many students joined the violence through comments encouraging and justifying the violent behavior of peers who recorded and posted the video. The video was seen by friends, people he/she knows and those he/she doesn't know, but the hardest thing for him/her was seeing a girl/boy he/she liked. He/she thinks that this has irrevocably destroyed his/her status in school and the school he/she loved because of the friends, he/she now despises and does not want to go to school. He/she is afraid of the reaction of his/her peers.

Note for facilitators: It is very important that in the case of "negative answers" you define the consequences of such a decision, as well as in the case of a positive decision, explain the significance of such a decision. You saw that video and decided to do the following:

Please discuss the following questions within the group first, and then answer the questions that solve the task.

CARD 4 A BULLY FRIEND

Your best friend teases Ivan, a student from your class, and almost all the students call out words, which creates total chaos. He/she calls him various derogatory names, and one of the students records it with his/her cell phone. The third student adds that if he/she does not admit that he/she is stupid, then this student will post the video on Facebook and will give everyone the opportunity to evaluate the answer to that question on their own. Ivan begs to be released and it can be seen that he is very upset. The next day, Ivan did not come to school, and someone in the class said that it was because of yesterday's situation. You were in class when it all happened. What would you do in this case?

Please discuss the following questions within the group first, and then answer the questions that solve the task.

Questions for discussion within the group:

- > What form of violence is this?
- Is it and if so, why is this form of violence more complex and severe than other forms of violence?
- > How important is it to us what others think of us?
- Can his/her status be repaired and is it really irreparable damage?
- > What can friends do to make him/her feel better?
- What can students in the class do to make him/ her feel better?
- Who can he/she turn to and what can he/she expect?

Which of the above-mentioned would you advise in order to help/support a friend in need? Answer the above-mentioned questions to determine your best friend's advice and decision.

Questions for discussion within the group:

- Are such or similar situations present in our schools?
- Is this violence and what forms of violence are present?
- What are the consequences of such behavior on the person who commits violence, and what on the person who is exposed to it? (identify and list as many consequences as possible for both actors of violence)
- Who needs help and support in this case? (both)
- > What would you suggest to your friend?
- > What would you do in the case of a peer who was exposed to this embarrassing situation?

Additional questions:

- > Would you contact a homeroom teacher and/or pedagogue?
- > Is it important to try to get in touch with Ivan and why?
- > If Ivan does not answer the call, how important is it and why, to contact Ivan's parents?

Note: During the testing of the workshop, students presented examples in which they reported violence to school staff, but most often the reactions of professional staff were absent. Also, during the testing, most students emphasized that teachers often encouraged "labeling" of individual students. An example is the case of a high school student in Sarajevo, who instead of playing football with young men, decided to play volleyball with female students in the class. The teacher called the student feminized in front of all the students, so that is the label he wore until the end of high school in that school.

Facilitators must be prepared to respond to such examples and to insist on reporting violence, but also to encourage students as a group to put pressure on school staff, demanding that perpetrators of violence be adequately treated and the victim protected. This is an example of the institutional gap due to which there is room for violence and continuous exposure of the victim to new stressful situations. The lack of an institutional response can encourage the victim to develop feelings of helplessness, and discourage them from seeking help even when the situation may be far more complex or when, in the worst case, signs of suicidal behavior or intent appear.

Violence in relationships

UDURATION:

45 minutes

WORKSHOP OBJECTIVES:

- > Students define violent behaviors in relationships and their consequences
- > Students learn how to react if they encounter violent behavior on their own or how they can support their peers in such a situation.

⊘ REOUIRED MATERIALS:

- > chalk and blackboard or flipchart papers,
- > markers,
- > sellotape, stickers and scissors,
- > copies of working material.

CONDUCTING A WORKSHOP:

Explain to the students that during the workshop you will discuss the relationship between two people who are in a relationship.

Note: It is important to involve more students in the interaction. Since this is a complicated topic, use closed-ended questions when establishing interaction. Later, after a large number of students engage in interaction and discussion, use only open-ended questions. When we talk about relationships between people, certain behaviors, even if they enter the context of violence, are not recognized as such, so people do not protest and often, certain violent forms of behavior are mixed with concern, care and even love.

Distribute the working material The story of a perfect romantic relationship to students. Ask students for peace and explain to them that it is important to read the story from the Xo material carefully, and that the content of the text will be the subject of a discussion that will last until the end of the workshop.

Ask students:

- > How do you feel after this story?
- > Are some of the situations in this story real and happening to your peers?
- > Why do people choose to stay in such relationships?

> If a situation like this happened to your friend, what advice would you give him/her?

Continue the workshop. A relationship between two young people is a great opportunity for healthy emotional development. However, if the relationship is unhealthy, if one person in the relationship dominates the other or directly controls the decisions of another person, then we are talking about controlling someone's behavior, which is also an unhealthy relationship. What would then be a healthy relationship? Let's remember what are the characteristics of healthy relationships. Remind students of the factors that contribute and are a sign of healthy relationships between people: trust, communication, honesty, commitment, loyalty, humor, non-judgmental attitudes and more.

Draw 9 columns on the board, and you can also use 9 flipchart papers. At the top of each column, write one of the corresponding headings:

- > Psychological and emotional abuse
- > Peer pressure
- Use of social status
- Coercion
- > Minimizing
- Threats
- > Sexual coercion
- > Isolation
- > Pressure through social networks.

Explain to the students that in the continuation of the workshop you will discuss different forms of behavior, and the task of the students is to, through discussion with other students, define the appropriate place in each of the offered columns. Also, students should identify those forms of behavior that appear in the story that was previously discussed. It is important for facilitators to interpret terms that students do not know or whose meaning is unclear. Also, if time allows, it would be useful for the facilitator, after placing each individual statement in the appropriate place, to explain each type of behavior and define the negative outcomes of each of them. For the exercise you need working material cards Forms of violent behavior i Forms of violent behavior sorted by categories. Working material Forms of violent behavior contain statements, i.e. forms of violent behavior arranged by category, but without category titles. This makes it easier to understand the context of each individual

statement and the potential position of the statement in relation to the set forms of violence in relationships.

After placing all the cards in place, ask students if any of the behaviors listed have physical consequences. Since none of the behaviors to which the material refers leaves physical consequences, the facilitator should emphasize this. Continue interaction:

Can we conclude, for each of the above forms of behavior, that it falls into the category of violence? Which of the following can be classified as gender-based violence? What is gender-based violence? The facilitator should explain the difference between violence and gender-based violence, but without going into too much detail on this topic due to the limited time of the module and the fact that this area is covered through the following modules.

NOTE:

Explanation of gender-based violence: If the group went through workshop 12 Social Rules and Violence, remind them what gender-based violence means and what the difference is from general forms of violence. If the participants did not pass the mentioned workshop, you can use the explanation given in the workshop Social Rules and Violence.

What is common to all the listed forms of violent behavior?

In this phase, the facilitator points out the emotional consequences of violence, i.e. all the above forms of control and violent behavior negatively affect the mental health of the exposed person. What can we do to help a friend get out of the circle of violence and control? It is important that facilitators involve as many students as possible in the discussion on this issue.

Why don't young people, if they see that their friend is exposed to one or more of the above forms of control and violence, talk to their parents/guardians or another elderly person?

Why don't we "interfere" in the relationship between two people? Is violence a private matter if we are aware that some people do not recognize violence or control of their behavior? If a person does not react and friends do not get involved, what are the consequences for a person exposed to violence?

If we call that person who is exposed to violence a friend and we do not get involved in helping, who do we help directly? Them or the perpetrator?

What did you learn from this workshop?

CONCLUSION

Violence does not involve the exclusive use of physical force. A person can be in a long-term relationship and never be physically attacked, but the relationship is unhealthy and violent all the time. Lack of decision-making power, control of behavior, insults and influences on your attitudes and opinions about yourself and others, can be examples of pronounced psychological violence to which a person is exposed. A healthy relationship is based on mutual respect, appreciation, love, communication, compromise, honesty, trust, justice, support and the like. Contrary to the above, it makes the relationship unhealthy and in such relationships, one person has absolute decision-making and control power, while the other person, if not given the necessary help, may remain in the relationship thinking that the violent person controls out of love and commitment to the relationship, not of their own and selfish interests.

NOTE FOR FACILITATORS:

It is important that before the end of the workshop, the facilitators explain to the students that after the workshop, all students will have the opportunity to talk to the facilitators and ask questions. This is a specific workshop as it deals with sensitive issues of relationship violence and there is a great possibility of self-identifying of female participants with the "girl from the story". This is the reason for reserving time after the workshop and giving students the opportunity to seek advice or information after the workshop.

Working material: Story

I often remember the beginning of our relationship. We met much earlier in a Sarajevo club, but only two years later we embarked on what we all call a relationship. However, our relationship was different in many ways. I remember the first date, the euphoria, dressing up, waiting for the intercom to ring. The first dinner, laughter, fun, it was different, special, charm, humor, initiative ... almost everything from my checklist of perfection was fulfilled. Excursions to Trebević, rafting on the Una and Tara rivers, hiking, cafes until 4 in the morning, going to Dubrovnik. Our relationship was really dynamic, interesting and full of love. He told me that he loved me, that I was the fulfillment of his dreams. I was special, and everyone loves that sense of uniqueness, attention, and unconditional love.

Then he asked for a password of my Facebook profile. I thought he was joking and I asked for his in return, however, that look and facial expression he made even now freezes the blood in my veins. For a moment, I thought I imagined it. He said that there was no need for me to communicate with others, that people of low morals did that and that his girlfriend would not be like that. No, he already determined my behavior. I wondered if it was proof of sincere love, a passing phase, maybe he cared so much that he stopped controlling himself.

When I told some of these situations to a friend, she did not react strongly, which I expected. On the contrary, she said that people in relationships were often like that, especially when they cared about someone a lot. The second time he asked where and with whom I was going to town. For a moment I wanted to lie, but I was honest and said I was going out with my friends from

elementary school. Redness flooded his pale face. He asked me if I had asked him for permission. I thought he was joking again. That was when we got into a serious argue for the first time and he pushed me. He later justified it with the love he felt for me and the desire for our relationship to survive. He even managed to convince me that it was my fault that he pushed me ... in fact ... hit me. It is strange how the desire for something perfect can deceive sincere emotions and a clear picture that I should have seen then. Over time, his aggression and control of everything I do, they became justified to me and I stopped going out, I lost all my friends and almost all my girlfriends. We had a Facebook profile together ... actually ... I agreed to everything. I agreed to be whatever he wanted and I stopped being me.

Every time I thought about a possible breakup, I found a way to justify his actions. It was enough for me to remember going to the mountain, to the sea and walking through those wonderful moments of our relationship, forgetting the reason why I started to question his sincerity and our future. Still he loves me, he wants me only for himself, he is afraid, he is insecure, maybe I am the best he has had so he wants to keep me at all costs. Maybe his friends are advising him to behave like that, maybe ... maybe ... maybe not.

One morning, someone rang my doorbell and left a note with a message. The message contained a list of empty squares. I thought it was an advertising poll, but my name was in the title. When I took a closer look at what it said, above the one with the squares was a short text about how there were people who loved me, cared about me and wanted me to be happy. Below was a text about a healthy relationship, honesty, love, trust, mutual respect ... that was ... everything that our relationship lacked.

I looked at the list below and the title of the list read: "If you enter a tick in one of the YES fields, your relationship is not healthy and you are a victim of violence." I thought it was pretentious to conclude that a list that someone puts together defines in such a simple way whether someone is a victim of violence or not. The list was simple, understandable, and there was more than one marked square. It was then, without special intervention, that I realized that not only was I a victim of violence, but that I had become a different person who agreed to the position I found myself in, that I was an ally of the violence to which I was absolutely exposed.

I put an X in each of these sentences. Only then did I realize the scope and complexity of the problem. So, I pray that one of you discovers your problem in the first box and that you don't let, like me, put an X on every sentence that deepens the problem and destroys the most beautiful thing in you ... your personality. Dear girls and boys, look at the list I copied for you. It may be as useful to some of you as it is to me.

Are you exposed to violence? If you answer YES in one of the fields, your relationship is not healthy and you are exposed to emotional and/or physical violence	YES	NO
He insults you and gives you derogatory nicknames		
He forbids you to go out with your friends, and he justifies it with love.		
He controls your communication via social networks or insists on a common profile.		
He says women need to be so loyal to their boyfriend, that they are not allowed to communicate with other men.		
Even when you want something, if he doesn't like it, he is explicit in the ban of the same.		
He is jealous and in a fit of jealousy he does not choose what he says and before whom he utters it.		
He pushed you or hit you or squeezed you during fight.		
He managed to make you feel all the above-mentioned, if you are exposed to it, you have done it yourself because of your behavior, and you see him as someone who does it with the best of intentions		

* Workshop 29:

Is it love?

UDURATION:

45 minutes

WORKSHOP OBJECTIVES:

- > Students distinguish between love and similar emotions
- > Students reflect on what love, infatuation and jealousy are
- > Strengthening students' analytical thinking skills

- > Blackboard and chalk
- > Pieces of paper with written phrases

PREPARATION:

Tailor the lesson to suit the culture, environment, and language your students speak. Take five pieces of paper and write the following phrases on them:

- > infatuation
- > to be in love
- > romance
- > sexual attraction
- > jealousy

CONDUCTING A WORKSHOP:

Divide students into five groups. Ask each of the groups to pull out one of the pieces of paper you have prepared. Write on the board: "What is the difference between love and _____?"

Ask the groups to take out a piece of paper and copy the sentence from the board, filling in the blank with the word written on the piece of paper. Ask them to discuss their questions and write down their answers.

After a few minutes, ask the groups to read their questions and present their answers. The following questions can be used to lead a short discussion:

- Does anyone want to express their disagreement or comment?
- Does culture equally allow girls and boys to experience this feeling?
- Can you give an example where someone replaces this feeling with love? What happens if this feeling is replaced by love?
- > Can this feeling be part of love?

Repeat the previous step for the remaining four groups.

Take 10 minutes to discuss the following to complete the workshop:

- How do young people develop an experience of love and romance?
- Do movies and love novels give a realistic picture of these feelings? If not, what impact do you think they have on young people's expectations?
- Why is it important to understand what your own beliefs are about the differences between love and these other emotions?

Area: Making healthy and correct decisions

** Workshop 30:

Risk assessment

UDURATION: 90 minutes

REQUIRED MATERIALS: Copies of working material A1

WORKSHOP OBJECTIVES:

- > Students are introduced to basic risk assessment techniques
- > Through the working material, students identify good and bad decisions and their possible outcomes or consequences
- > Through reviewing personal decisions from the past, students learn the importance of proper risk assessment and analysis of all available information

✓ INTRODUCTION

While we are children, our decisions are regulated by our parents, relatives and other elderly people whom we consider authorities. As we grow up and become adolescents, and later young adults, we become more autonomous and gain more, and ultimately complete freedom of decision-making. While we are young, we make decisions significantly differently than adults. The experience and knowledge of adults, to a large extent, contributes to better outcomes of "our" decisions. Decisions can be made impulsively, often guided by our emotions rather than logic and careful judgment. Impulsive decisions, such as the first cigarette, the first glass of alcohol, are often conditioned by the influence of peers, without assessing how much risk such a decision carries. Impulsive decisions often do not involve understanding what benefits or consequences we can expect from such decisions.

Did you say, in anger, to someone you cared about, something you didn't really think about that you later regretted? In anger, emotions often overwhelm logic, and we say what we don't mean. We can also do other things that we would not want to

do. But, is it possible to prevent this? How can we make better decisions?

An important prerequisite for making good decisions is an adequate assessment of the risks and consequences of those decisions. The first exercise with which we will start the workshop will help us learn the basic techniques in risk assessment. Distribute A1 working material to students. Ask students to fill in the blanks in response to each individual statement. Then discuss their answers with the students. Use the following questions:

- Did they encounter any difficulties in formulating risks or consequences in some of the sta-
- What did they answer to the question about the
- How is the question of gambling different from the question of dating (asking a person to date)
- Ask each student to choose one of the statements where he/she paused for a moment in the risk formulation.
- » What do we need to fully determine the risk?

» How much additional information can be useful to us in risk assessment?

Divide students into four groups. Each group should get one of the following problems:

- > Friends persuade Edin to try his first cigarette
- > Ivona is considering starting an intensive diet to reduce excess weight
- > Saša and Dejan noticed that many of their peers go to bookmakers. Dejan persuades Saša to visit the bookmaker even though they are minors
- > Dejan is at a party with friends and one of them offers him a beer. Dejan had never drunk alcohol before

While working in groups, distribute copies of A2 material to students. Each participant should receive one copy, in order to facilitate the coordination of activities within the group. Also, each group should receive one copy of the A2 material that the group members fill in together. Give the groups 15 minutes to answer the following questions:

CHOICE: What choices does the person have?

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COLLECTION OF INFORMATION: What information does a person need to gather to make the right de-

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OUTCOME OF GOOD AND OUTCOME OF BAD DECI-SION: Identify the good and bad decision and list the outcomes of the good and possible outcomes of the bad decision

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MAKE A DECISION:

Write what you have decided:

Ask students to return to their seats. Each group should appear in front of the rest of the students and present their results. They need to present the answers to each of the questions asked.

After the presentations, start the discussion using the following questions:

- > What did you learn from this exercise?
- > Is it easy to make a good decision?
- > How much can a lack of knowledge about a particular problem affect our decisions?
- > How important is risk assessment?
- > Is it important to gather information to adequately assess a particular risk?
- > How important is information before making a decision?

Optional for working with high school students:

Ask each student to share an example of a decision, emphasizing that they do not have to talk about sensitive topics in which they misjudged the risk due to lack of information. Now explain that each student will do the task independently. Each student should receive a copy of the A2 material.

Explain the individual task to the students. Emphasize that the completed paper is not shared with other students and that at the end of the exercise, students should not present what they have written, but will discuss the process of completion at the end. Write the dilemma in the appropriate field and write below what the decision you are thinking about is. State decision A and decision B.

Answer the questions "What would your parents say about your decision? Would you support it or not?" If you think your parents/guardians would not support your decision, answer the question Why?

Determine the potential gains and in the opposite column all the possible consequences of the decision. If the consequences are more numerous or serious and threaten you or someone affected by your decision, it would be best to avoid such a decision and do the opposite. Return to the field that applies to your parents. Why wouldn't they support you?

Final discussion:

- Was it easier for you to answer the questions individually, or in a group - by participating in the previous exercise?
- How important are our interlocutors in decision making?
- Are parents or peers more often interlocutors in making sensitive decisions?
- > Do our peers have enough knowledge and experience to be quality interlocutors?
- > Who can be a better interlocutor than our peers?
- Why don't we discuss some issues with our parents?

- > How important is it to overcome your own fears and talk openly with your parents?
- Did you draw a specific message from this last exercise?
- Are you more experienced than you were before this class and is there anything you have learned and would share with your best friend?
- What is it that you would share? (encourage students to share personal perceptions of what has been learned)

WORKSHOP CONCLUSION:

A quality and good decision depends on a good assessment. Sometimes, without quality information, we can make wrong decisions that we can regret. That is why it is important not to make decisions impulsively, but to give ourselves time to gather all the necessary information and make a decision that will be based on accurate and verified information.

Impulsive decisions are quick, often hasty, and such decisions do not have to be good decisions. Decisions determine our future, and are based on

the choices we have. Often, young people claim they had no other choice, but is that really always the case? There is always a choice, but also, there is always a good and risky choice. Our future should not be conditioned by bad and hasty decisions and superficial choices. However, it is about our lives and that is why we have a responsibility to ourselves, but also to our parents who help us to safely and securely reach the stage when we will be adults and make decisions that will not endanger us.

Working material A1

What risk are you at when?
You post negative comments on social media
You ask the person to date
You bet (gamble) for the first time and you like it a lot
You play video games for more than 6 hours continuously
You drink without control at a party
You only hang out with people you directly benefit from
You don't listen to people when they tell you
You don't respect other people's opinions
You climb a tree
You decide that the only occupation you want to do is modeling
You go to a party where you do not know anyone
You print graphite on a forbidden surface
You light the first cigarette
You are exposed to intensive diets to reduce weight
You are subject to other people's opinions and influences

Working material A3

The dilemma

Describe the dilemma you are thinking about or have been thinking about in the last 6 months:

CHOICES:

Write potential decisions in the corresponding fields (decision 1 and decision 2)

DECISION 1

DECISION 2

Risk assessment

What information do you need to make a decision?

Potential benefits of the decision A	Possible negative consequences of the decision A
Potential benefits of the decision B	Possible negative consequences of the decision B

What would your parents/guardians say about your decision? Would they support it or not? Why would they support it?

Why wouldn't the parents support it?

Would an open conversation with an adult make your decision easier?

Circle the answer!

YES

NO

DECISION

Indicate your decision:

If your parents found themselves in the same dilemma, would you recommend this very decision to them (the decision you wrote down at the end)?

Homework and preparation for the next workshop

Interview for parents

In order to prepare for the next class, we need the help of your parents/guardians. We have prepared a few questions that your parent or other adult you trust can answer. If during the conversation you feel the need to talk to a parent about another issue or concern, this is a great opportunity. Making decisions is not easy! Lack of knowledge and life experience is often a limiting factor that makes it difficult for us to make decisions like adults do. The experience of our parents can be a strong and positive factor in decision making, but our parents were once young, so like you, they faced many challenges. Since that was a long time ago, your parents may have trouble answering questions right away. Therefore, we suggest that you give the questionnaire a day or two before the interview, so that parents can prepare. After preparation, you

can start the interview! Do the interview with the following instructions:

Step 1: Take the questionnaire home

Step 2: Show parents/guardians this questionnaire and arrange to go through the answers to these questions together.

Step 3: Arrange an appointment when you will discuss these questions. Give parents a questionnaire to prepare for the interview

Step 4: Interview the parent using the attached questions. The interview should not last longer than 30 minutes

Step 5: After you have answered all the guestions, sign and the interview is over

Step 6: If you do not find the answer to any of the questions, you can send an inquiry to one of the well-known organizations that deal with youth is-

sues. We suggest that you contact one of the offered organizations IPD, Perpetuum Mobile and Youth Power.

Mostar:

Youth Power

Dr Ante Starčevića 32 A, 88000, Mostar, Bosnia and Herzegovina. Phone: +387 36 835 028

Fax: +387 36 835 029 E-mail: info@youth-power.org www.youth-power.org

Banja Luka:

Perpetuum Mobile - Institute for Youth and Community Development Ravnogorska 5, 78000 Banja Luka

Phone: +387 51 303 310 Fax: +387 51 303 290

www.pm.rs.ba/bh/

Sarajevo:

Institute for Population and De-

velopment IPD

Danijela Ozme 12, 71000 Sarajevo Phone: +387 33 260 761; 260 615 Fax: +387 33 260 617;

E-mail: perpetuum-mobile@blic.net E-mail: ured@IPDbh.org www.IPDbh.org

Interview:

- 1. During puberty, were you in a situation where you had to make a certain important decision without having enough knowledge to help you adequately assess the benefits and consequences of a certain decision?
- 2. How old were you?
- 3. Did you make the wrong decision during puberty that you regretted? What did you learn from that mistake?
- 4. Who did you talk to about sensitive issues when making certain important decisions?
- 5. Were your parents the interlocutor on topics that were the subject of sensitive and difficult decisions?

Cut off the bottom and bring it to class.

You can keep the completed questionnaire!

Name of student

Name of parent / guardian

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*♥ Workshop 31:

Decision making

UDURATION:

45 minutes

WORKSHOP OBJECTIVES:

- Students in a safe group environment share personal examples and experiences of making important decisions
- > Students analyze working materials using the "Decision Wheel" method
- > Students will be able to make decisions in a safer and more cautious way using the "Decision Wheel" method in everyday life.

REQUIRED MATERIALS:

Copies of the "Decision Wheel" for each student of the workshop

CONDUCTING A WORKSHOP:

Greet the students and ask them if they have done their homework. Ask each student to say what they learned during the parent/guardian interview. Ask students to give you cut-offs signed by their parents. Explain to students that this workshop will open discussions on topics that are often secret and that you should therefore establish rules that will be an important basis for open discussion and honest conversation. Emphasize that everything students say remains with you and that you, as a teacher/educator, will not misuse information about what you have talked about.

Rules

- > Everything remains within the four walls of the classroom!
- We will not use personal experiences and shared examples to make jokes
- No condemnation
- You must use the statement "my friend" explain to students that during the discussions, in their own experiences, they speak through the prism of their peers, in order to minimize the risk that one of the students, after the workshop, misuses peer statements and shared personal examples.

Continue the workshop with the following statements:

We make different decisions throughout life, some of which result in positive outcomes, while some, in turn, lead to consequences we did not expect,

want or anticipate. Making decisions is not easy, especially if we take into account the fact that the decisions we make affect not only us but also our friends, family, crush, etc.

Continue the session by asking, "Have you ever made a decision that led to an outcome you didn't want?" Ask students to share examples in which they made decisions that resulted in an unwanted outcome. Facilitate the discussion with additional questions:

- Did you say things in anger that you later regretted?
- Have you kept the truth from your friend to protect them from disappointment?
- Did you hide the truth from your parents about the bad grade you got?

Explain to students that they do not need to talk about sensitive topics or examples that will make them sad. Continue the discussion:

- How do we decide whether to do something or not? What are the decision-making steps we discussed in the previous workshop?
- What is the difference between a choice and a decision?
- > What does the assessment of a particular decision mean?
- > What do we get by assessment?
- What do we risk if we make a decision impulsively, without adequate assessment?

- > How much do peers influence our decisions?
- Do we make decisions that are partly conditioned by peer expectations?
- > What do we risk if we equate decisions with peer expectations, without adequate assessment and information?

Distribute working material AX - *Decision Wheel* to students. Explain that you will read the story later in the session, and the students should close

their eyes. Emphasize that it is important for students to be calm and that each of them should try to empathize with the case on which the story is based. Before you start the session, ask the students how important are best friends in our lives? Point out that maybe one of the students does not have a best friend at the moment, but that during life, sooner or later, we all find people we love, appreciate and can call best friends. Ask students to close their eyes.

Case study 1

You are sitting on a bench in a nearby park. Your best friend tells you that he wants to tell you something, but that you promise not to tell anyone. You said it would be your secret! He admitted to you that he had recently met an old friend whom he had not seen for more than five years. They were at a party and a friend offered him marijuana. He says he tried it and liked it a lot. You are surprised and try to explain to him how dangerous it can be and advise him to talk to a professional. He says that it is not dangerous and that he can control his behavior. He even boasted that he went to bookmakers with a friend and that he met more young people who bet, but also use marijuana.

You went home. Worried about your friend, you pick up your cell phone and dial the number of his parents. You pause for a moment and think about your decision. If you call his parents, how will he react? Maybe you will lose a friend!? If you do not call, you ignore what can be dangerous for your friend and tomorrow, if something happens to him, you will bear part of the responsibility. Open your eyes!

Explain that you will discuss the story you read earlier, but using the "Wheel of Decision."

information —

Friends

Using the "Decision Wheel", discuss the following issues with students:

- > What problem arises in this story?
- > What choices do you have?
- What consequences do you think your decisions will have for you or your friend?
- > What values and attitudes should be considered?
- > How do you feel about the situation from the story?
- Do you need additional information or knowledge to make a better decision?
- > Do you need someone's help? Who can help you?
- > What is your decision?
- > Do you think you made a good decision? Why?

Explain to the students that you will read another script. Ask students for attention and read the script.

Case study 2

You are sitting with your best friend in her room and she begs you to hand her a bag. She takes a box of cigarettes out of her bag and offers you one. She says that nothing bad will happen to you and that you are old enough that you can decide at any moment not to light another one. You will

Ask students to fill in the blanks themselves in the Decision Wheel working material.

In the continuation, ask students:

Now that you have learned to make careful decisions, would you have acted differently than when

you didn't know about the Decision Wheel method?

What do we get if we make careful decisions?

Ask students to think about current life dilemmas and the decisions they need to make!

Emphasize that the Decision Wheel can be useful when we are alone with our decisions and can help us identify those who can help us, set our own priorities, identify potential risks, and make the decision best for us and the people around us.

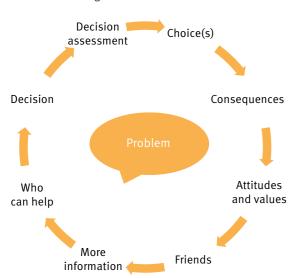
WORKSHOP CONCLUSION:

Sometimes it is difficult to make a quality decision, even if we have the information and make a good assessment. Sometimes, information is not enough because individual decisions do not depend solely on information, but also on a far more complex assessment and interference of one's own attitudes and values, in order to create a sense of right and wrong. If our friends practice certain behaviors that can put them in a certain danger, the decision to help them may be conditioned by the fear of losing a friend. In this case, the information and assessment alone are not enough.

In some situations, our decisions are conditioned by the expectations and attitudes of our peers. In such situations, more information, better and more complex assessment, and sometimes adult advice are needed. Think about who the adults are with whom you can share your concerns. Don't try to be more experienced than experienced ones, try to be wise and seek the advice of the experienced ones. In a situation where you are talking to an adult about your friends' problem, you don't have to say who it is. It is important that difficult decisions and your concerns are advised by those whom you trust and for whom you can say that they are good and reliable interlocutors because of their life or professional experience. Just such a decision in which you include adults in the assessment is a good decision. Why make difficult decisions on your own, when you can divide that weight into two or three.

Working material XX

Decision making



Optional

Homework: Collage of decisions

Ask students to explore examples of celebrities who have made certain decisions that have cost them their careers or for which they have repented. The collage should contain the character of the person they have chosen. A drawing illustrating the decision they made and illustrating the consequences of that decision on that person's life/career. In the next class, students can present their drawings, their observations while working on homework.

Research

Visit to youth counseling centers

Dear students,

Thank you for your research spirit and the energy you put into teaching. The next workshop takes you outside the school premises, that is, your task is to visit a youth counseling center and interview a psychologist or other professional working in the counseling center. You will present your answers and observations in the next class. Since you are divided into two groups, it is very important that you agree with the teacher about a visit to the counseling centers, in order to avoid the coincidence that both groups interview the same person in the same counseling center. You can visit the same counseling center, but it would be good to talk to different counselors/psychologists. Each of them has personal experience and we are sure that more different experts can offer more quality answers.

- > What is psychological counseling?
- > Do young people call your counseling center?
- > Who calls more often, boys or girls?
- > Why do they call most often?
- > Are there any specific topics of interest to boys or girls?
- > What would you say to young people of our age who do not have information about your counseling.

Thank you very much!

*♥ Workshop 33:

Did I say that? Different styles of communication

UDURATION:

45 minutes

WORKSHOP OBJECTIVES:

- > Students explore alternative ways to verbally respond in an awkward situation and distinguish between aggressive, assertive, and passive commu-
- > Students fill out a questionnaire about their own style of reacting in awkward situations
- > Students increase the ability to formulate assertive responses through understanding different communication styles
- > Strengthening analytical and dialogic skills in students

REQUIRED MATERIALS:

- > Blackboard and chalk
- > Working material/sheet "Analyze this answer"
- > Working material/sheet "Self-assessment"

CONDUCTING A WORKSHOP:

Get acquainted with the activity:

- > Today we will learn about different styles of communication.
- > Especially if we feel completely uncomfortable in a situation, we cannot communicate clearly and in the way we want.
- > What are some of the reasons we might have trouble expressing our desires in the best way? [Try the following reasons and write them on the board]

I don't know how to express myself clearly.

I'm afraid the other person will think badly of me if I disagree.

I'm afraid I won't be heard anyway, that what I'm saying is irrelevant.

I'm afraid I might lose my temper.

I think it's easier to rely on intimidating another person.

First, we will look at the differences between aggressive, passive, and assertive communication. You will then complete a questionnaire about your own style of reacting in an awkward situation.

What do you think is the difference between passive and aggressive communication? What does "declarative" communication mean? [Try with: Be honest, be direct, talk about your feelings and needs; use assertive body language; speak for yourself; communicate clearly but without aggression]

What does it mean to communicate indirectly? [Not to be completely passive, but fail to be direct.]

Ask students to form pairs and pass on (or prepare to read) the working material/sheet "Analyze this answer". Explain the following: With your partner, read the description of the conflict situation in the left column. Then read the different answers in the next column. For each answer, indicate whether it is aggressive, passive or assertive. To decide on conflict 5, find some conflict situation and different types of answers.

Review each conflict and ask students to provide the correct answers and comment on how it feels to hear an aggressive response, compared to an assertive one. (Solution: Answers a, f, i, k are aggressive. Answers c, d, h are passive. Answers b, e, g, j are assertive.)

Distribute the working material/sheet "Self-assessment" and ask students to complete it for themselves. Alternatively, write statements and possible answers on the board, read them aloud, and ask students to write their an-

Close the discussion with the following questions:

- > What did you learn about your own style of communication?
- > Would it be useful to learn how to communicate assertively?

STUDENT WORKSHEET

Self-assessment: How I communicate when I feel uncomfortable?

When I am in an awkward situation with a boy I tend to be: ? passive? assertive, polite? aggressive? indirect or manipulative

When I am in an awkward situation with a girl I tend to be: ? passive ? assertive, polite ? aggressive ? indirect or manipulative

When I am in an awkward situation with an adult male I tend to be: ? passive ? assertive, polite ? aggressive ? indirect or manipulative

When I am in an awkward situation with a woman I tend to be: ? passive ? assertive, polite ? aggressive ? indirect or manipulative

When I am in an awkward situation with someone I don't consider equal to myself, I tend to be:

? passive? assertive, polite? aggressive? indirect or manipulative

I can't answer this because I feel like everyone is equal to me.

For me, expressing feelings of anger is:

? quite easy (but sometimes I react aggressively)

? quite easy (and I never responded aggressively or violently)

? neither easy nor difficult

? somewhat or very difficult

For me, expressing when I feel vulnerable or weak is:

? quite easy (but sometimes I react aggressively)

? quite easy (and I never responded aggressively or violently)

? neither easy nor difficult

? somewhat or very difficult

STUDENT WORKSHEET

ANALYZE THIS ANSWER				
CONFLICT	ANSWER	Aggressive	Passive	Assertive
The guy and the girl will have sex for the first time, but they	a. As far as I know, you have HIV! You're a stupid idiot.			
don't have a condom. One of them says:	b. I also want to have sex, but only if we use a condom. I know where we can get them.			
	c. Oh, it's okay, I think.			
The guy is upset because the girl he was talking to is with another guy at the party. He	d. It was a boring party.			
says:	e. When you talked to this guy, I thought you'd like to be with him instead of me. That makes me feel bad.			
	f. I saw it! How dare you talk to another guy when you went to a party with me?			
The guy asks the girl to go out with him. She doesn't want to. She says:	g. Thanks, but I don't want to. Sorry.			
	h. Hmm, all right.			
	i. I would never date someone like you. Get away from me!			
The girl is upset because her friend Lulu made fun of her at Amina's.	j. Lulu, I'm upset because you made fun of me			
She says:	k. Lulu, you are the dumbest person in the world, and I will spread stories about you around!			
Consider the following conflict situation.		Х		
Write it here, then write the three answers in the column			Х	
on the right.				Χ

Practicing assertive communication

UDURATION:

30-40 minutes

WORKSHOP OBJECTIVES:

- Students discuss assertive behavior and discuss cultural implications in practice using assertive communication in which rights are compromised
- > Strengthening dialogue skills in students

Your copy of the list of requirements and samples of answers

PREPARATION:

Read the requirements and samples of answers, you may want to change some of them to make them more culturally appropriate.

IZVOĐENJE RADIONICE:

Start with the following main questions:

- > Today we will learn more about assertive communication. Sometimes it is difficult to say clearly what you want (for example, that you want to be considered for the position of leader in school). Also, it can be difficult to say what you don't want (for example, that you don't want to eat what someone has prepared for you).
- > Who can remember a situation when you were unsure about how to clearly express your wishes? [See if girls or boys are more likely to answer this question.]
- > It can be difficult to speak even when it comes to a situation that is important to us, or when it can be a matter of real physical or emotional consequences. Practicing polite but assertive communication can be helpful.
- Take out your notebooks. I will read several questions or statements that are "requesting". For each of them, write an answer that is assertive, but not aggressive. Use sentences.
- > The first "requesting" question is, "Tell me why I should vote for you, as class president"?
- > Who can offer an assertive answer? [Help students come up with appropriate answers, such

as, "I believe I am the most qualified candidate for class president. I hope I can count on your support." Be sure the answers are complete sentences.]

Repeat the procedure for each request (see list).

Finish by discussing the following questions:

- Some people may think that being assertive means going beyond culture framework or that it is rude. What is the situation in which a person should be assertive, even if such a reaction is considered rude? [Rehearsal: When you feel your rights are being violated]
- Are girls who are assertive treated in the same way as boys who are assertive? Is someone who is assertive viewed differently if they come from an ethnic or racial minority group? How do such prejudices limit people's ability to stand up for themselves?

Homework: Practice being more assertive at least once in the next few days. Write down what is happening and how you feel.

MATERIAL FOR FACILITATORS

List of requests and examples of assertive answers

Use the following statements for which you require assertive answers. Examples of answers are also included below, in case students have difficulty finding appropriate answers.

Request 1: "Will you let me copy your test? The teacher won't know."

Example of an answer: "I'm sorry. I don't believe in sharing tests answers."

Request 2: You see your supervisor from work and want to ask him for a raise. Example of an answer: "Supervisor, I want to talk to you about the raise I think I deserve."

Request 3: Tell your father that you want to continue your education next year, despite his wishes.

Example of an answer: "Father, I respect your opinion, but it is extremely important for me to continue my education. I want to talk to you about my reasons."

Request 4: "Why don't you love sports like everyone else? What's wrong with you?"

Example of an answer: "Everyone is different. I enjoy reading and music."

Request 5: "Come hang out with us behind the old factory, there are never any police there."

Example of an answer: "No, thank you. I'm not interested."

Request 6: "I am the mayor. I hear you have applied to use one of the city's buildings for an extracurricular activities club."

Example of an answer: "Yes, Mr. Mayor. We are responsible and will make good use of the space. Do you want more information on our plans?"

Request 7: "If you can convince two classmates next to you to work with you on the mural, we'll let you paint the wall." (Answer to classmates.)

Example of an answer: "We have permission to paint a mural if two more students join. Do you want to join me?"

Request 8: "We are going on a trip. Where do you think we should go?"

Example of an answer: "I would like to go to _____ and I think it would be interesting for others as well."

Request 9: "A new kid from the second grade is walking in this direction. Let's intercept him."

Example of an answer: "Let him go. He didn't do anything to us."

Request 10: Now think about the situation you remember from the beginning of this exercise, when you are asked about the situation you want to express your wishes more directly. Write down what you would say in that situation. You will not be asked to share this answer.

Five steps to communicate in a conflict

(DURATION:

45-60 minutes, depending on the ease of acceptance of this concept by students

WORKSHOP OBJECTIVES:

- Students learn and practice a five-step model for polite and clear communication in interpersonal conflict
- > Students develop communication skills during conflicts in an intimate relationship
- Strengthening analytical, dialogical and more advanced communication skills in students

⊘ REQUIRED MATERIALS:

Blackboard and chalk

PREPARATION:

Learn the five steps to resolving conflicts by thinking about how to apply them to the situation in your life. You may want to change the example of conflict with a situation that is more appropriate for your group. If so, be sure to choose a simple example, and consider how to illustrate each step in that example. Using these steps may be strange to students at first, but using simple examples and practicing will make it easier for them. (Even younger children can participate in these steps, but if the exercise is too extensive for you, adjust it by focusing only on steps 2 and 4)

CONDUCTING A WORKSHOP:

Explain the following:

- > Today we will learn and practice communication techniques during conflict. We will go through one situation together. Afterwards we will form pairs and everyone will get a chance to practice.
- Here is an imaginary situation with which we will all practice together: Emir thinks that Darko is making fun of him in front of some friends. Emir is very upset. He intends to confront Darko.

Write the first request on the board ("WHEN YOU _____") and discuss.

- > Consider what particular behavior upset Emir in this case. Before you make an accusation, such as "You're a bad friend," talk about the specific behavior that was disturbing in this case [Rehearsal: "When you were joking about me ..." or "When I heard you were making fun of me...". On the board, fill in the rest of the behavioral request, using the words given to you by the group.]
- Why is it important to communicate with a person, especially about disturbing behavior?

Recognize if you are not sure that your perception of behavior is correct. For example, you can say, "I may have been wrong, but I heard you mocked me in front of other people." Why is it important to leave the possibility of adjusting your understanding of what happened?

Write another request: "I THINK ABOUT..." and discuss it.

- > Many people skip this step, but it is extremely important. It requires us to think about our own responses and reactions.
- > What could (Emir) imagine or start thinking? "When you make fun of me in front of other people, I imagine (I start thinking)..."

that you don't care about my feelings. Or:

that you could have told other people about me in the past. Or:

that you don't have to feel so pleased with yourself. Or:

that everyone laughs at me.

Other answers?

(Note that many answers may be adequate and apply one of the student answers to complete the second request). How does the statement "I think (or worry) that you don't care about my feelings" differ from the statement "You don't care about my feelings"!

Have students read the first two requests, including those filled with words. Then fulfill the third request: "THAT IS WHY I FEEL ____." Discuss the following:

- > Pay attention to exactly what emotions Emir might face. That is not what he thinks; that's how he feels.
- > What are some of the feelings you may have if you think a friend is making fun of you with others? [Rehearsal: Hurt, betrayed, angry, confused, lonely, humiliated]. [Complete the third request by writing two or three words on the board that describe the feelings].
 - Ask students to read the complete communication you have written so far on the board. Write the fourth request "AND THAT IS WHY I WANT ____." Discuss the following:
- > What are some of the things Emir would like to do: [Try any possible answer, such as "That is why I want to tell people ugly things about you; to shout; to stop being your friend; to stay home and never see anyone again."
 - [Complete the fourth written request with one or two of the answers provided. Remind students that what you may want to do at a given time is often not the same thing we planned to do].
 - Ask one student to read the complete communication on the board, and then write the final request: "BUT I STILL _____." Discuss the following:
- In some situations, a person may feel so hurt that he or she never wants to communicate with another person again. But often, the speaker still wants to maintain a relationship with the other person. How could the "listener" feel after everything he heard?
- > How can Emir offer a simple and clear reassurance of how he feels after all? [Try such answers as, "Still ... I care about you," or "I want us to be friends."]

[On the board, write the appropriate answer for the final request]. Read the complete communication. Ask for any comments. Ask students to form pairs, then explain the following:

> You will now have the opportunity to practice these steps in your own way. Think about a conflict that you feel you didn't behave in properly. [If no one can remember the situation to use, you can suggest one of the following: Your father is very ill and your best friend does not express much sympathy. Your cousin told your friends the truth about your father, who is in prison. Your friend does not share his textbook with you, even though you have lost yours and cannot afford a new one.

 $Your \ friend \ is \ always \ late \ when \ you \ need \ to \ do \ something \ together.$

Your girlfriend talks to another guy at a party most of the time.

Your boyfriend said that if you really love him, you will have sex with him.

Your friends are putting pressure on you to "lose your virginity."

Your girlfriend gets angry when you want to use condoms.]

- > The person first in line tells his/her partner which conflict will be taken into consideration.
- > Use the five instructions to resolve the conflict. Take about five minutes to go through all the steps, one at a time. Don't worry if you feel uncomfortable at first. Watch how you feel in the end.
- > When you are a listener, help your partner remember what is being discussed at each step.

Review the five steps again to make sure students can easily look back on them:

When you (certain behavior)
I imagine (or start to think) that
And that's why I feel (word for emotion
And that's why I want to
But I stillyou

Have five minutes for each partner.

Encourage discussion with the following questions:

- Did you manage to express yourself differently this time compared to when you first faced such a conflict?
- > Do these words help you express your true feelings?
- > How does it feel to recognize and acknowledge your feelings?
- > Remember that you have the right to be treated with respect. When you feel you are not being treated with respect, you should speak for yourself. If you will not, who will?

*♥ Workshop 36:

Stand behind your own opinion

AGE:

5th and 6th grade

UDURATION:

45 minutes

WORKSHOP OBJECTIVES:

- > Developing self-confidence and courage.
- > Recognizing the diversity of opinions in the group.
- > Students are able to stand behind their own opinion independently of the group.
- > Tensions among students are decreasing.
- Students get to know each other better, discover similarities with each other
- > Students who lack confidence speak in front of a group of students who watch and listen carefully.

♥ REQUIRED MATERIALS:

No special working materials are required

CONDUCTING A WORKSHOP:

Students form a circle with chairs. The teacher says one short and positive sentence (for example: "I like listening to music"). The children at the same time get up or stay in the chair, visually expressing their opinion about the given statement.

Now each student utters one sentence, and so on in a circle. With the affirmative answer ("I also like to listen to music"), the students get up from their chairs, and with the negation, they stay sitting on the chairs. If the student is undecided, then he/she gets up only halfway and stays in that position.

Rule: students answer the question exclusively nonverbally. No one talks or comments on sentences.

Discussion questions:

- > Was it difficult to express your opinion in front of the group?
- > Was it difficult to speak only nonverbally?
- > How important is it to dare to express your own opinion?
- > How important is it to be able to express your own opinion?
- > Why did we do this exercise?

Team me

AGE:

6th and 7th grade

UDURATION:

45 minutes

WORKSHOP OBJECTIVES:

- > Encouraging communication among students
- > A sense of togetherness is encouraged
- > Students learn to take responsibility for each other
- > Tensions among students are decreasing
- > A sense of belonging to a group develops
- > Joint problem solving

⊘ REQUIRED MATERIALS:

No special working materials are required

CONDUCTING A WORKSHOP:

The teacher asks all students to place their chairs in the middle of the classroom so that the backs of the chairs are facing the middle of the circle, and then to climb on their chair. Gradually the teacher removes the chairs from the circle. The students move to the chairs that are still in the circle, and their number is getting smaller, because the teacher is gradually moving them aside. The exercise is completed the moment one of the students steps on the floor.

DISCUSSION QUESTIONS:

- > What is it that makes togetherness?
- > Have you ever been so close to each other?
- > Where did you hold-touch each other?
- > Was the exercise enjoyable?
- Do you know any other life situations where people are so close to each other?
- > What was necessary for you to achieve a good result in this exercise?

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Emotion Management¹⁴

UDURATION:

90 minutes

WORKSHOP OBJECTIVES:

- > Students learn the importance of nonverbal communication in everyday conversations and relationships
- > Students explore their inner feelings and emotions, and their reactions to them
- > Students discuss the importance of being open to expressing and sharing emotions with their peers, teachers or parents

REQUIRED MATERIALS:

- > Board or flipchart board
- > Chalks or markers
- > Notebooks and pencils

INSTRUCTIONS FOR FACILITATORS:

To conduct the workshop, it is necessary to pre-so that each emotion is on one piece of paper. For pare materials that students will use during the workshop. Write the emotions on the blank papers

the second part of the workshop write unfinished declarative sentences on flipchart paper or board.

Activity 1: Charade of emotions

Give students a paper with emotions so that each student gets one emotion. If there are more than 20 students in the class, feel free to repeat certain emotions.

Emotions for exercise:

Confusion	Embarrassment
Guilt	Caution
Exhaustion	Loneliness
Anger	Jealousy
Sadness	Depression
Self-confidence	Boredom
Humiliation	Anxiety
Happiness	Shock
Fear	Shame
Rage	Surprise

Explain to the students that in the continuation of the workshop, each student will act out the emotion assigned to them, while the other students should guess which emotion it is. Explain that people can show many emotions through nonverbal communication (explain to students what body language, tone of speech, etc. mean). Also, people can notice the feelings of others by observing their body language. Sometimes, body language can tell us better about the feelings of others before they show it in words.

If we want people to understand how we feel, it is important that the messages we utter and those sent by our body are uniform. *Explain to students* that understanding the feelings of others is called empathy. If you see someone who has been hurt and think about their feelings, then we say that you sympathize with them, i.e. that you show empathy.

It is good to know how others feel because sometimes, your peers try to hide certain feelings, fearing the reactions of their environment.

Activity 2: Let's explore feelings

Ask students to complete the statements in their notebooks individually. Read each individual statement and give the students a few seconds to respond, i.e. to complete it:

- > I am the happiest when
- > I am the saddest when
- > I hate when
- > My biggest fear is
- > When I'm happy, I

- > When I'm sad, I ...
- > When I'm angry, I ...
- > When I'm scared, I
- > Sometimes I feel
- > And when I feel that way (previous sentence),

Ask students to share their answers in pairs. Ask students to share their answers and write them on the board or flipchart board.

Activity 3: Let's share feelings

Ask students to form the couples they were in during activity 2. Ask students to discuss in pairs situations when they had strong feelings such as fear, sadness, anger, and happiness. Ask students to explain how they felt and how they showed that feeling. If they didn't show it, ask them to write it down and explain later why they didn't show a certain feeling.

Ask them to discuss in pairs whether, from the current perspective, they could better show the feelings they cite as an example than they did in the situation they are recounting. Was there any better way to deal with the feelings they cite in the couple? Students do not have to share examples with the rest of the class/group, but ask the group to give positive examples of good coping with feelings.

WORKSHOP CONCLUSION:

Explain that feelings are an important factor in our lives because that is how our body tells us about a particular situation or environment, even when we are not consciously thinking about it. If you are driving in a car and someone brakes abruptly, your body will react faster than your thoughts and you may feel tingling in your arms, stomach or legs, before you notice that the person has braked abruptly. In this way, our body tells us about the danger, before you even think about it. However, many young people live in the delusion that showing feelings is wrong or an indicator of weakness, which is not true.

It is perfectly normal to be emotional and express feelings. All people are emotional beings, but not all people show emotions in the same way. Boys and girls possess the same emotions, without any differences. However, do boys and girls show their feelings equally. Ask students if boys and girls

show fear equally easily? And sadness? Why are there differences between them?

Strong emotions such as anger or rage are also normal, but it is important to learn how to manage these feelings and show them in a healthy and non-violent way. Sometimes boys feel that they are expected to show these two feelings in an aggressive way, which is completely wrong.

Some feelings can be strong and painful, for example, due to the loss of a loved one or because of something that is currently happening (exposure to violence). If a person does not show these feelings and "hides them in him/herself", it can provoke additional emotions such as anger, rage and depression. Remind students that it is important to talk openly about feelings, so that they can more easily deal with anger, sadness, fears, etc.

¹⁴ Retrieved and adapted from Doorways I: Student training manual. On School Related Gender-Based Violence, Prevention and Response, & Program Y, https://healtheducationresources.unesco.org/library/documents/ doorways-iii-teacher-reference-materials-school-related-gender-based-violence.

Expressing your own feelings

UDURATION:

90 minutes

WORKSHOP OBJECTIVES:

Recognize the difficulties that young people face in expressing certain feelings and the consequences for them and their relationships

⊘ REQUIRED MATERIALS:

- > Flipchart paper
- > Markers,
- > Pieces of paper
- > Resource table

PREPARATION:

Before starting the session, it is recommended that the facilitator go through this activity on their own and think about how he or she expresses his or her feelings. It is also important to identify local counseling centers or experts in the field, which young people could turn to if necessary.

CONDUCTING A WORKSHOP:

Draw five columns on flipchart paper and write the following feelings as headlines: *fear, love, sadness, happiness and anger* (see the Resource Table as an example of how words should be arranged and how to rank them according to the explanation that follows).

Explain to the students that these are feelings¹⁵ which will be discussed during this activity and that they should think about how easy or difficult it is for young men and women to express these different feelings.

Give each participant a piece of paper and ask them to write down these five feelings to be discussed in the order in which you wrote them on the flipchart paper. Then read the following instructions:

Think about which of these feelings you express with the greatest ease. Put number one (1) next to the feeling which you express most easily. And now think about feeling which you express easily, but not as easily as the first one. Put number two (2) next to that feeling. Put number three (3) next to the feeling that is somewhere in between; which means that it is neither too difficult nor too easy to express. Put the number four (4) next to the one you are expressing with some difficulty. And finally, put the number five (5) next to the feeling you find hardest to express.

When students finish ranking their own feelings, pick up the pieces of paper and write the rankings in columns on the flipchart (see example).

Together with the whole group, think about the similarities and differences you found among the students. Explain that:

- > The feelings we have numbered 1 and 2 are those feelings which we are often accustomed to express in an excessive way;
- > Numbers 4 and 5 represent feelings we are used to expressing less or perhaps even suppressing or hiding them;
- > The number 3 can represent a feeling that we do not express in an excessive way, nor do we suppress, but it is probably the feeling that we face in a more natural way.

Use the following questions to start a discussion.

DISCUSSION QUESTIONS:

Did you learn anything new about yourself from this activity?

- > Why do people overly show or suppress certain feelings? How do they learn to do this? What are the consequences of exaggerating or suppressing feelings?
- Are there similarities in the way men express certain feelings? Are there similarities in the way women express certain feelings?
- Are there differences in the way men and women express feelings? What are the differences?
- Do you think women express certain feelings more easily than men? Why is that so?
- > Why do men and women express their feelings differently? In what way peers, family, community, media, etc. affect how men and women express feelings?
- > How does the way we express our feelings affect our relationships with other people (partners, family, friends, etc.)?
- > Is it easier or harder to express certain feelings towards peers? Towards the family? Towards intimate partners?
- > Why are feelings important? Give examples, if necessary. Fear, for example, helps us in dangerous situations, anger helps us defend ourselves. Also, ask students to give some examples.
- > What do you think, in which way more openly expressing your feelings can affect your well-being or your relationships with other people (romantic partners, family, friends, etc.)?
- What can you do to express your feelings more openly? How can you be more flexible in expressing how you feel? NOTE: It might be interesting for everyone as a large group to conduct a brainstorming activity to define different strategies for dealing with feelings and then encourage each student to make a note of their personal thoughts and, if they wish, share their thoughts with others in smaller groups.

¹⁵ Other suggestions of feelings may appear in the group that, generally speaking, correspond to or are related to some of those already mentioned. For example, hatred is related to anger. Once a young man suggested indifference as a feeling, but as he analyzed it he discovered that the real feelings behind his indifference were actually fear and sadness. Shame, guilt or violence can also appear as feelings. Investigate with participants what is behind these feelings and encourage them to think about the cost and consequences of such feelings (Author's note).

WORKSHOP CONCLUSION:

Feelings can be seen as a form of energy that allows you to notice what is bothering you or what is annoying you. Different feelings are simply a reflection of different needs and it is best to learn how to deal with all your feelings the way they occur in your life.

The ability to express your feelings without hurting others helps you become stronger individuals and establish better relationships with the world around you. The way each person expresses their feelings is different. However, it is important to

notice the many tendencies that arise, especially those related to the way boys are brought up. For example, it is common for young men to hide their fear, sadness, and even kindness. But it is also common for them to express their anger through violence. While you are not responsible for having certain feelings, you are responsible for what you do with what you feel. It is crucial that we distinguish between "feeling" and "acting" in order to find forms of expression that do not harm either us

RESOURCE TABLE

An example of ranking feelings on flipchart paper

Below is an example of how to organize the columns of feelings and responses of students. During the discussion, the facilitator should help students identify similarities and differences in ranking. For example, the given table shows that there is an almost equal division in the number of students who find it easy to express anger and those

who find it difficult. This could lead to a discussion about why these differences exist and whether or not young men generally find it easy or difficult to express anger. Another interesting pattern in the example below is that most students find it difficult to express fear. Often men are really expected to be brave and fearless and it would be interesting to use this example as a basis for discussing socialization and gender norms.

	Fear	Love	Sadness	Happiness	Anger
Participant no. 1	5	4	3	2	1
Participant no. 2	2	3	4	1	5
Participant no. 3	4	1	3	2	5
Participant no. 4	4	3	5	2	1
Participant no. 5	5	1	3	2	4

Finally, it is important to remember that collecting and entering rankings in the table should be anonymous. This means that each row of the previous table should represent the ranking of a different

student, but without his/her name. As shown in the previous example, the facilitator can instead write a number that students can easily refer to during the discussion.

*♥ Workshop 40:

Get inspired! Creating change

UDURATION:

60-90 minutes, depending on how many quotes you choose

WORKSHOP OBJECTIVES:

- > Students choose quotes that motivate them and explore what it would mean to apply the message from the quotes in their own lives.
- > Increasing students' motivation and self-confidence to change the world in which they live

REQUIRED MATERIALS:

- > Blackboard + chalk
- > Quotes on social justice and activism

PREPARATION:

Review guotes and eliminate all that are not suitable for your environment. You may want to add others from your own country or region. Adjust the number of quotes (and student recitations) to fit the time allowed. Make copies of the quotes you will use or write them on the board.

CONDUCTING A WORKSHOP:

Explain the following:

- > Today we will explore what it means to work for social justice or change the world we live in, even to a very small extent. We will consider a series of quotes from people who have caused change through their own efforts.
- > Read the list and choose the quote that inspires you the most. Then take out your notebooks and copy the quote at the top of the page (next to the name of the person to whom it is attributed).
- > Think about what your quote means. Write an answer of at least three paragraphs. The first paragraph should explain what you think the message of the quote is. The second paragraph should talk about why this quote has meaning to you and why you chose it. In the final point, discuss what it might mean if you apply the message of this quote in your own life (or if you are already applying it, talk about it). [Allow students time to write.]

Ask if anyone chose the first quote from the list. If so, ask the student to read their paragraphs. (Give students permission not to read the parts they want to keep private.) If more than one student has

chosen the topic offered, consider allowing them to read their answers. Go through all the quotes on the list this way. Schedule approximately 12 two--minute readings.

Conclude with the following questions:

- > What are some of the key messages you drew from these quotes?
- What are some of the positive personal benefits enjoyed by social justice activists?
- What are some of the challenges and risks?
- > Is it important for ordinary citizens to take action on issues they care about?

Homework

Find a way to share your quote. You can talk about it at home with family members, you can use social networks, write it carefully and publish it in the form of a status, put it on your e-mail signature or find some other way to share inspirational messages. Write down and present in the next class how you share your quote and what your observations

QUOTES ON SOCIAL JUSTICE AND ACTIVISM

Be the change you want to see in the world.

Mohandas Gandhi, considered by the Indians to be the father of their nation. He inspired the nonviolent civil disobedience, which led to India's independence from Great Britain and inspired civil rights and freedom movements around the world.

Washing one's hands of the conflict between the powerful and the powerless means to side with the powerful, not to be neutral.

> Paulo Freire, an influential Brazilian educator who pioneered the educational practice of raising the critical awareness of the poor.

Power concedes nothing without a demand. It never did and it never will. Find out just what any people will quietly submit to and you have found out the exact measure of injustice and wrong which will be imposed upon them, and these will continue till they are resisted with either words or blows, or with both. The limits of tyrants are prescribed by the endurance of those whom they oppress.

> Frederick Douglass was born a slave; he became a leader in the anti-slavery movement in the United States. He was a writer, speaker and advisor to President Abraham Lincoln and believed in universal equality.

Freedom is not something that one people can bestow on another as a gift. Thy claim it as their own and none can keep it from them.

> Kwame Nkrumah, founder and first president of modern Ghana and an influential member of the pan-African movement.

Responsibility does not only lie with the leaders of our countries or with those who have been appointed or elected to do a particular job. It lies with each one of us individually.

> His Holiness the 14th Dalai Lama, a spiritual leader of Tibetan Buddhists and an activist for the autonomy of Tibet.

Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.

Margaret Mead, an American cultural anthropologist.

The world is a dangerous place, not because of those who do evil, but because of those who look on and do nothing.

Albert Einstein, winner of the Nobel Prize in Theoretical Physics, best known for the theory of relativity. An outspoken opponent of Nazism, he was also an activist against nuclear testing and racism.

When the Nazis came for the communists, I did not speak out, because I was not a communist. When they imprisoned the Social Democrats, I did not speak out, because I was not a Social Democrat. When they came for the trade unionists, I did not speak out, because I was not a trade unionist. When they came for the Jews, I did not speak out, because I was not a Jew. When they came for me, there was no one left to speak for me.

Martin Niemöller, a famous anti-Nazi German theologian and pastor, who was sent to the camp but survived. He continued his anti-war activity throughout his life.

Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly.

Martin Luther King Jr., a priest, he was the most famous leader of the American civil rights movement. A promoter of nonviolence and an activist for equal treatment of all races, he is the youngest winner of the Nobel Peace Prize.

It's the little things citizens do. That's what will make the difference. My little thing is planting trees.

> Wangari Maathai, Kenyan activist for environment, gender equality and political activities. She founded the Green Belt movement and was awarded the Nobel Peace Prize in 2004 (the first African woman to receive it). She also became a member of the Kenyan parliament.

The problem I care about

(DURATION:

- > Steps 1-4: 45 minutes
- > Step 5-8: 45 minutes

WORKSHOP OBJECTIVES:

- > Students identify an issue or problem in society that they care about
- > Students explore the idea of advocacy in their own lives
- > Students think about making positive changes in their lives
- > Developing communication skills and public speaking in students

⊘ REQUIRED MATERIALS:

- > Blackboard and chalk
- > A "Problem I care about" list for each student
- > Copy of the Resource List

PREPARATION:

Review the "Problem I care about-resource list" list. Delete questions that may be unsafe for your students 'engagement. Add locally relevant questions. Review the "Letter from the Heart" brochure. If you plan to guide students in an advocacy project

(using lesson 8 of the guidelines), keep the right column of "joint actions" in the brochure. If not, delete that column to avoid starting that project by students without guidance and support.

WORKSHOP:

Introduce the topic:

- > We learned about various issues that have an impact on our lives - especially sex, health and rights issues. What are some of the specific issues we studied? [Rehearsal for topics.]
- > Each of you will identify the social problem he or she cares about. The problem should relate to the issues we discussed.

Distribute a "*Problem I care about*" list to each student. Explain the following:

- Write your name on both sides of this sheet. Then review the list of questions about social justice, asking yourself, "What questions do I care about?"
- You will see that the list is divided into three categories (sex, sexual health and sexual rights). Mark three topics that interest you. All of them can be in one category or they can come from different categories.

You can also add a social justice issue that you care about that is not on the list.

Arrange students in same-sex pairs. Explain the following:

- > In pairs, discuss one or more issues of interest to you for about 20 minutes.
- Share with others what you find appealing in your choices or why you want to learn more about them. You can have a story you want to share with others.
- Practice listening carefully to each other and engage in polite dialogue.
- Remember: Treat all the concerns of your colleagues with respect. Equal justice and respect begin right here in the classroom and in the way we treat each other.

Gather the groups again and ask if anyone wants to say which problem or problems were chosen and why. Allow all volunteers to speak.

Introduce students to the concept of working for social change (advocacy). Explain the following:

- > Some people getting involved in big world change campaigns. Have any of you heard of actions taken by people to fix one of the problems on the worksheet list that you or your colleague cares about?
- > What about actions in the areas we studied gender equality, sexual and reproductive health and sexual rights? [Take some examples. If necessary, offer an example from Lesson 8 of the guidelines or from your own experience.]
- > What is an example of the changes that such activities have led to in the world? [Some examples we could mention are: cessation of genital mutilation, an increasing number of girls in school, people joining campaigns against gender-based violence, legalizing abortion, greater security in schools for homosexual youth and allowing pregnant girls to stay in school.]

Introduce the idea of a small change. Conduct a discussion using the following points:

- > Advocacy often refers to big changes. But even a little effort can make a meaningful change for the better - in your own life or the life of someone around you.
- > Imagine and consider a small step you can take to make a change, especially to improve gender equality or to protect the sexual or reproductive rights of yourself or others. [Rehearsing the idea: not discriminating against other people, by sharing responsibilities that are usually separated by sex, choosing never to persuade another person to have sex, or writing an apology for not treating someone with respect in the
- > Can you think about a situation you have seen in your life, where someone has made positive changes, whether big or small?

Remind students that there are personal benefits and risks to participating in advocacy. Ask:

- > What benefits or development can a person involved in advocacy or social justice action experience? [Rehearsal: feel strong because you know you can influence others, build new relationships, strengthen personal skills, such as speaking or writing, admiration by the others.]
- What are the risks that a person involved in advocacy and social justice actions may face? [Rehearsal: possible social disapproval; disrupting schooling or other important parts of life, being disappointed if you don't achieve the changes you aspire to, being arrested, or facing other dangers, even if your activities are completely legal and nonviolent. Remind students that safety is important.]

It can be assigned as homework: Distribute brochures or write questions from the brochure on the

Tell students the following:

- > Write a "letter from the heart" about the issue that matters to you and what you can do about
- > The letter can be written to yourself, a parent, a friend or lover, a community leader.

One problem I care about

The following list contains some of the social problems that many people care about and are trying to fix. This list focuses on issues from three categories: sex, sexual health, and sexual rights. Think about which questions are of the greatest interest to you. Maybe the problem you care about is similar to one of these problems. Or you can think of a completely different problem.

Make a note of the three questions you care about. They can all be in one category or come from different categories.

RESOURCE LIST

GENDER EQUALITY ISSUES

- > our textbooks reinforce stereotypes.
- > certain policies in our education discriminate against certain groups of people.
- > too many bullies go to school.
- > boys in our community feel pressured to act "tough" or brave.
- > boys feel pressured to join the gang to prove they are men.
- > girls lack the opportunity to learn what they need to know about money when they are older.
- sports or to be in teams. > girls do not have a safe place to meet their fri-

> girls do not have enough opportunities for

- > commercials portray men and women in ways that are harmful to us.
- > many young fathers lack the opportunity to learn how to be good fathers.

- > gender-based violence (violence against women and girls) is also common, and is still accepted.
- > men who are violent towards their wives or children are often such after consuming alcohol.
- gender norms that contribute to eating disor-
- too many women and girls seek cosmetic surgery to try to fit into the ideal image.
- > pregnant girls are not allowed to continue their
- > boys and girls are not treated equally at home.
- > people in the community do not understand enough about gender inequality.
- > too few people are aware of the problem of sexual harassment.
- > other

SEXUAL HEALTH ISSUES

ends and colleagues.

- > adolescents do not have access to youth-friendly sexual and reproductive health facilities.
- > it is difficult to get condoms.
- > many of my colleagues do not know about HIV.
- > many schools in our area do not teach about HIV.
- > many people do not know their HIV status.
- > young people do not have basic information about their bodies.

- > rate of sexually transmitted infections among young people is far too high.
- > many women and girls in some parts of the world are at risk of childbirth fistula.
- > people do not know or care enough about maternal mortality.
- > abortion is legally restricted and as a result, dangerous - in many settings.
- > other

SEXUAL RIGHTS ISSUES

- > problem of incest is largely neglected in many societies.
- > too many girls are married as a child.
- > men still practice female genital mutilation.
- > many girls sexually exploit "sugar dads".
- > many young people, especially girls, are victims of sex trafficking.
- > rape is too common and even tolerated.
- > people do not realize that boys are also at risk of sexual abuse.

- > homosexuals are often not treated with dignity.
- > many young people, especially girls, do not feel that they really have the right to insist on using a condom.
- > people living with HIV and AIDS do not get enough support and respect.
- > other:

Be sure to write your name on both sides of this worksheet!

NOTE: There are many ways to try to make positive changes. Remember: it is important to start with small things. It is also important to choose an action that is safe and legal. Some common activities that people take include:

In our lives:

- > decide not to discriminate against anyone else
- > accompany a friend who needs care in a health facility
- > a promise not to engage in violence against another person
- > listen to someone who needs a conversation
- > learn more about an issue I care about
- > talk to friends and family about the issue

In the wider environment:

- > creating a small social action group
- > writing a letter to a public servant
- > writing an article for my colleagues
- > involvement in an organization working on an issue I care about
- > ask my school for a policy change (related to the issue)
- community event planning

A letter from the heart
Dear
I learn about gender equality and about sexual health and sexual rights. know I can take a small but significant step towards positive change. The problem I care about is
One thing I can do to make a positive change is [choose one action from the list above or write another idea]:
What I hope is
I want to be a person who
I sign with respect.





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