





# Program Y Workbook

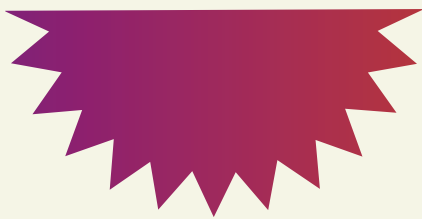
Youth - Innovative Approaches  
in GBV Prevention and Healthy  
Lifestyle Promotion for Young  
Men and Women



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# Program Y Workbook



Youth - Innovative Approaches  
in GBV Prevention and Healthy  
Lifestyle Promotion for Young Men  
and Women

**Workbook for high school  
students**





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## Introduction

The workbook for high school students attending classes or workshops using the "Program Y - Youth" methodology is a tool developed out of the Young Men Initiative program by CARE International Balkans and its partners from the Western Balkans countries, which focuses on solving issues of gender inequality, practices that are harmful to health, as well as violence in the daily life of young men and women aged 14 to 19 in schools and the community.

The Workbook Program Y is a complementary addition to "Program Y - Youth" which aims to promote gender equality and healthy lifestyles for young men and women by addressing some of the social constructions of masculinity and femininity as a strategy for building important life skills in young men and women during their transition to early adulthood.

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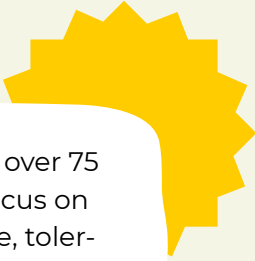
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## CARE International

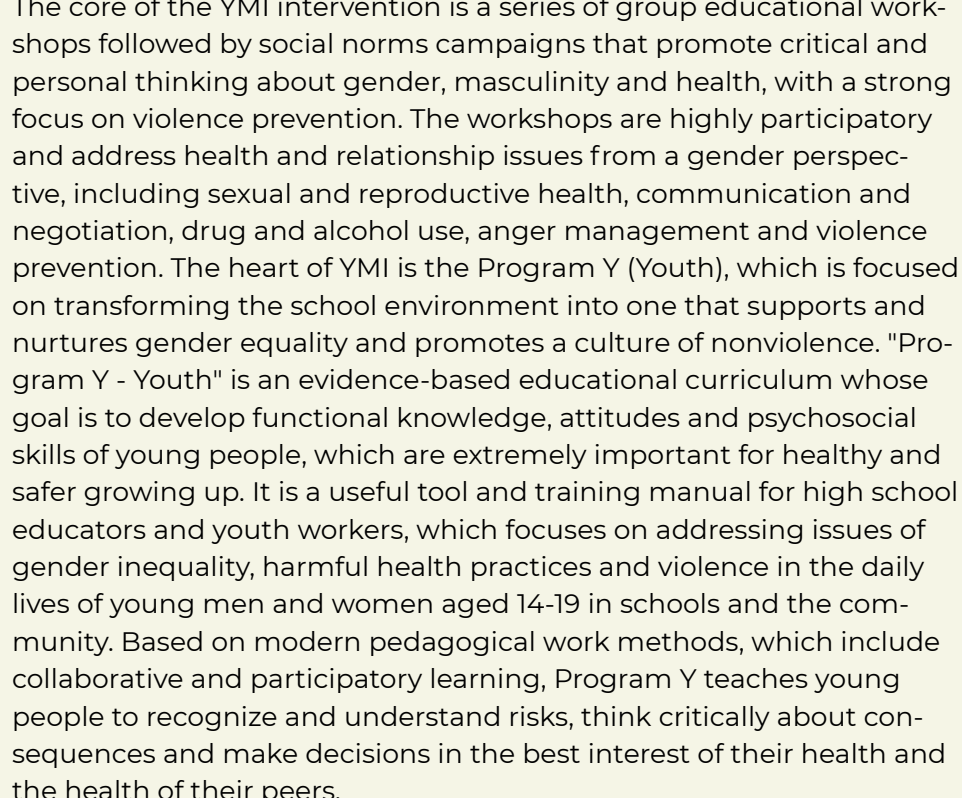


**CARE International** is a global organization that has been working for over 75 years to fight poverty and social injustice in the world, with a special focus on the empowerment of women and girls. CARE's vision is a world of hope, tolerance and social justice, where poverty is defeated and people live in dignity and safety. CARE's mission is to serve individuals and families in the world's poorest communities. CARE promotes innovative solutions and advocates for global responsibility, and promotes lasting change by strengthening capacities for self-help, creating economic opportunities, sending aid in emergencies, influencing policy decisions at all levels, and pointing out discrimination in all its forms.

In the Balkan region, CARE International has over 25 years of experience in program implementation. During the wars and conflicts of the nineties, CARE responded to the destruction, traumatization, displacement and inter-ethnic hatred with its humanitarian and life-saving work in the Balkans. Since 2000, CARE's orientation has shifted to development work and its goal in the Balkans today is to ensure that the social, economic and political rights of vulnerable and marginalized groups are recognized and respected, thus contributing to sustainable peace in the region. CARE fosters partnership relations with the local civil society sector and governments, dedicated to contributing to positive changes in societies.

Since 2006, a coalition of local, regional and international organizations, coordinated by CARE International, has been promoting positive concepts of masculinity under the trademark of the Young Men Initiative (YMI). YMI is a regional program that includes ministries of education, pedagogical institutes, schools, students, parents and non-governmental organizations in a partnership and proactive process of developing, testing and improving educational programs, with the aim of creating better educational and health opportunities for young people. The program is aimed at young people with the aim of strengthening their key skills, knowledge and attitudes, thus encouraging their better behavior in accordance with gender equal norms and non-violence. YMI strives to promote a lifestyle that prioritizes good health, non-violence and gender equality through a combination of educational workshops and community campaigns. Over the years, YMI has grown into a comprehensive Future for Youth program, with different components aimed at young people, parents, teachers, educators, students, journalists and other important stakeholders. Since its inception, the program has directly reached over 130,000 young people across the Balkans, with an indirect reach of over 13 million people.





The core of the YMI intervention is a series of group educational workshops followed by social norms campaigns that promote critical and personal thinking about gender, masculinity and health, with a strong focus on violence prevention. The workshops are highly participatory and address health and relationship issues from a gender perspective, including sexual and reproductive health, communication and negotiation, drug and alcohol use, anger management and violence prevention. The heart of YMI is the Program Y (Youth), which is focused on transforming the school environment into one that supports and nurtures gender equality and promotes a culture of nonviolence. "Program Y - Youth" is an evidence-based educational curriculum whose goal is to develop functional knowledge, attitudes and psychosocial skills of young people, which are extremely important for healthy and safer growing up. It is a useful tool and training manual for high school educators and youth workers, which focuses on addressing issues of gender inequality, harmful health practices and violence in the daily lives of young men and women aged 14-19 in schools and the community. Based on modern pedagogical work methods, which include collaborative and participatory learning, Program Y teaches young people to recognize and understand risks, think critically about consequences and make decisions in the best interest of their health and the health of their peers.

## **CARE's partner organizations in the region**

The activities of the Young Men Initiative (YMI) and Future for Youth programs are carried out by CARE with and through local civil society organizations. In Bosnia and Herzegovina, the three key partner organizations are the "Institute for Population and Development" from Sarajevo (<http://www.ipdbih.org>), the Institute for Youth and Community Development "Perpetuum Mobile" from Banja Luka (<http://www.pm.rs.ba/en/>) and NGO "Youth Power/Snaga mladih" from Mostar (<https://www.youth-power.org/>). In Serbia, long-term partners are Center E8 (<http://e8.org.rs/>) and Smart Kolektiv (<https://smartkolektiv.org/>), in Kosovo SIT - Center for Counseling, Social Services and Research (<https://sit-ks.org/>) and YMCA (<https://www.ymcakosovo.com/>), as well as AFS (<https://www.actforsocietycenter.org/>) from Albania. Since 2022, CARE has also started working in North Macedonia in cooperation with the local organization CRPM - Center for Research and Policy Creation (<https://crpm.org.mk/>). All partner organizations have many years of experience in programs designed for youth development and health, violence prevention, promotion of gender equality, and building healthy lifestyles for children and youth.



# Foreword



*The Workbook Y - Youth - Innovative Approaches in GBV Prevention and Healthy Lifestyle Promotion for Young Men and Women*, is a workbook for students aged 14 to 19 years, developed by CARE International Balkans in cooperation with the Institute for Population and Development, Sarajevo; Status: M, Zagreb; Center E8, Belgrade; Perpetuum Mobile, Banja Luka; NGO Youth Power, Mostar; SIT and YMCA, Pristina; and AFS Tirana. The Workbook Program Y is intended for young people of high school age, who attend classes or participate in workshops based on the methodology of Program Y. Using a gender perspective, focusing on masculinity(s) and femininity(s), we seek to deconstruct some of the challenges that young men and women face in adolescence. This workbook is a complementary addition to the workshops based on the Program Y methodology and seeks to contribute to building the knowledge and skills that young men and women need to develop healthy relationships based on gender equality, to understand their physical, sexual and emotional development and to cope with all forms of violence in everyday life. The content and integrated activities of the workbook are designed as an important additional resource for exploring the topics that students cover during the workshops, and expand the educational experience by offering additional opportunities for exploring topics, analyzing problems and acquiring new knowledge and skills that are important for making decisions that are in the best interest of health and well-being. We believe that by using a more comprehensive approach to work, we can achieve far more positive results than by addressing only one issue, based on one approach to learning and social transformation.

During adolescence, young men and women are often involved in various risky behaviors. These behaviors include binge drinking (drinking alcohol until drunk), drug experimentation, and exposure to violence, either as a victim or perpetrator. Many young men and women are starting to date and have their first sexual relationships. Lack of knowledge and skills to deal with these experiences puts them at risk. We know from research conducted at the European level that the leading causes of death among young men in this age group are traffic accidents, suicides and interpersonal violence. Gender norms and social constructions of masculinity often contribute to these harmful behaviors and practices.



Young people adopt their personal lifestyles during the transition from family and home to adulthood under the influence of a complex mix of economic, social, cultural and educational processes. The impact of inequalities (gender, social and/or health) can be immediate, with poor outcomes visible in a range of indicators and behaviors during childhood and adolescence. This can reduce young people's ability to participate fully in many aspects of life and can affect, for example, school attendance and academic achievement, social functioning, participation in sport and acceptance of employment opportunities. It can also affect quality of life and mental well-being. Life skills education can be a protective factor for some of these challenges. Meanwhile, during the nine years of implementation of Program M in secondary schools in the Western Balkan region, partner organizations, professors, pedagogues, parents and responsible ministries recognized the need to include girls and young women in joint education efforts. That is how we created Program Y to work with boys and girls. Program Y quickly found its place in educational systems throughout the Balkans and the number of schools implementing the program is growing daily. During the implementation of Program Y, we collected new experiences and knowledge and, on the initiative of educational professionals and young people, created a workbook as a complementary addition to the Program Y educational program. This workbook is aligned with the educational outcomes of Program Y and provides additional opportunities for students to improve their knowledge and skills, through a series of learning and educational activities contained in each individual level of the workbook. It is published in English and Serbian/Bosnian/Albanian to encourage its wide use in this region. The workbook is designed to be used as a compatible educational resource of Program Y, which synergistically contributes to the development of psychosocial competencies, which is an important prerequisite for the safe and healthy development and growing up of young people. For information on the YMI program, Program Y and the Workbook Program Y, please contact the local partner(s) in each country. CARE and its partners encourage governmental and non-governmental organizations to adopt this program as part of their comprehensive life skills education efforts. This approach must bring together schools, community, family and other important civil society stakeholders to support young people as they grow into young adults. We wish you success in using this workbook and achieving great results in the interesting and educational games and tasks that we have prepared for you. An exciting, but also very useful journey awaits you with new knowledge about yourself, the people around you and the world we share! We wish you many useful and interesting moments while solving tasks and becoming the best version of yourself!

Sumka Bučan and Feđa Mehmedović  
CARE International Balkans



## Youth HUB



Youth HUB is a place where you can find links to various resources and content that will be useful to you during the implementation of Workbook Y activities. Be sure to visit each of the three websites offered because they offer useful information that can help you solve the tasks you will find on each level of this workbook.

In this section you can also find links to the websites of local partners who coordinate the work of Be a Man clubs and collaborate with schools that implement Program Y and other complementary activities. Look for a partner organization from your country and get in touch with it if you want or need it. Certain tasks will suggest that you contact local organizations, so you will definitely come back to this section and look for the suggested contact.

Online resources, documents and work materials are a special part of the Youth HUB, which offers access to links to various work materials, research, fact sheets and other educational content that you will use while solving the tasks of the Workbook Y. In addition to the links, we have also created a bar code table which you can scan and find materials that you will use if necessary.



**Youth Hub:** <https://youngmeninitiative.net/en/youth-hub/>

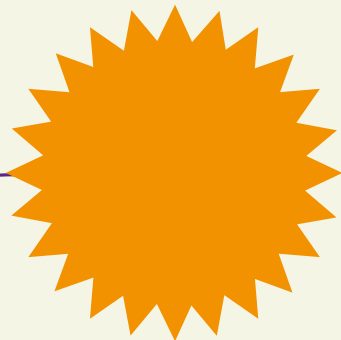
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## YMI Glossary

Below, we present the most important terms and abbreviations that you will encounter while learning and teaching the contents of the Workbook Program Y.

### **Important abbreviations:**

- AIDS** – Acquired immunodeficiency syndrome
- BMC** – Be a Man Club
- GBV** – Gender Based Violence
- HAV** – Hepatitis A virus
- HBV** – Hepatitis B virus
- HCV** – Hepatitis C virus
- HIV** – Human immunodeficiency virus
- HPV** – Human papilloma virus
- HSV** – Herpes simplex virus
- IPPF** – International Planned Parenthood Federation
- PAS** – Psychoactive substances
- Program M** – Program Young Men
- Program Y** – Program Youth
- STI** – Sexually transmitted infections
- SRH** – Sexual and reproductive health
- WHO** – World Health Organization
- YMI** – Young men initiative



## **Important terms:**

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**AD/HD** - attention deficit/hyperactivity disorder

**ASSERTIVENESS** in communication: tendency to express thoughts and feelings boldly or with a lot of self-confidence

**DISCRIMINATION** is active action and behavior based on prejudice or intentional denial of the rights of a social group and/or members of those groups. It represents privileging, exclusion or restriction due to which the recognition, enjoyment or realization of human rights and freedoms is impeded or denied to individuals. Disputing criteria can be based on sex, gender, sexual orientation, gender identity, race, religion, ethnicity, age, etc.

**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 behavioral changes.

**ECONOMIC VIOLENCE** can be subtle and difficult to recognize, especially in traditional and patriarchal environments. The phenomenon is becoming more and more pronounced among peers who intentionally destroy the property of peers or the state, and among partners when one person manages and controls the use of another person's property.

**EMOTIONAL/PSYCHOLOGICAL VIOLENCE:** usually represents the most unrecognizable form of violence. It can include humiliation, threats, insults, pressure, expressions of jealousy or possessiveness such as controlling decisions and activities.

**PHYSICAL VIOLENCE:** means 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 prevent women or men from making choices or will prevent them from fully enjoying their rights.

**ISOLATION** is a form of violence in which a person uses different methods to isolate another person from family, friends and the outside world. Isolation takes many forms: turning off the phone, locking up a woman, insulting her friends, confiscating documents.

**VIOLENCE** - intentional use of physical force or power, threat or action against oneself, against another person or against a group of people or an entire community, which could result or results in injury, death, psychological consequences, underdevelopment or deprivation

**SEX** - refers to the biological attributes and characteristics that define a person as male or female.

**TOTAL CONTROL** is a form of violence in which a person tries to control another person. The bully is usually the supreme controller who decides in all situations where another person's life is at stake. He/she decides what the other person should do, when and what to say, what to think, when to call, how much money he/she needs. The abuser presents this control as his love and care for him/her.

**PSYCHOLOGICAL VIOLENCE** is the use of psychological force with the aim of inflicting mental pain, causing fear, violating dignity and so on. Psychological violence has no physical consequences and is therefore more difficult to recognize, but it leaves lasting effects on the victim.

**GENDER EQUALITY** implies equal visibility, competence and participation of the genders in all aspects of public and private life. Gender equality is opposed to gender inequality, not gender diversity.

**REPRODUCTIVE HEALTH** unites reproductive processes, functions and systems 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, when and how often to have them. From this stems 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 care services that will enable women to have a safe pregnancy and childbirth and give couples the best chance to have a healthy child.

**GENDER** - Refers to socially constructed expectations, patterns of behavior, and 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, workplaces and through the media.

**GENDER IDENTITY** is each person's internal and individual sense of their gender, which may or may not correspond to the sex assigned at birth,

including the personal experience of one's own body (which, if freely chosen, may include changing bodily appearance or function through medical, surgical or other method) and different expressions of gender, including dressing, speech and manners.

**GENDER EXPRESSION** includes the characteristics of personality, appearance and behavior that are defined as masculine or feminine in a certain culture and historical period.

**GBV** – Gender-based violence - violence that is based on gender expectations and/or on the sex or gender identity of another person. Although GBV can be applied to women as well as to men, girls and boys, the focus of efforts in the field of GBV is to end 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 of being attractive, being in love, and being 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, e.g. saying "if you loved me you would have sex with me". As with other forms of violence, the basic factor of sexual violence is often the expression of power and dominance over another person.

**SEXUAL ORIENTATION** refers to emotional, romantic, sexual and other attraction towards other persons of different or same sex and gender.

**SEXUAL IDENTITY** is how one thinks of oneself in terms of attraction to the same sex or members of the other sex, based on one's own experiences, thoughts and reactions, rather than defining oneself based on the gender or sex of one's sexual partner(s).<sup>1</sup>

**INTIMIDATION** - Intimidation is one of the more successful control techniques. The bully achieves control by constant intimidation: I will burn your hair, throw you off the roof, cut you into pieces, find you wherever you go.. Often these threats refer to children or someone close to the victim: parents, sisters and brothers.

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1. Definition taken from the European Institute for Gender Equality. Available at: [https://eige.europa.eu/publications-resources/thesaurus/terms/1054?language\\_content\\_entity=hr](https://eige.europa.eu/publications-resources/thesaurus/terms/1054?language_content_entity=hr)

# Chapter 1



Introductory  
Information



# Introduction

During the past 6 years, Program Y has become an indispensable instrument that enables teaching and non-teaching staff and trained peer educators to empower and mobilize young people, and thus stimulate broader socio-cultural and individual changes, all in the best interest of their health and well-being.

Although Program Y received numerous awards and became an important part of formal education throughout the Balkans, CARE and partners continued to work on its improvement, which includes the development and integration of scientifically based educational technologies (approaches, didactic methods, etc.), new innovative solutions, and measuring and testing the effectiveness of Program Y and the changes it leads to. The Workbook Program Y contributes to the achievement of cognitive, affective and psychomotor skills that are predefined in the Program Y manual.

The overarching goal of Program Y and the Workbook Program Y is the promotion and adoption of healthy lifestyles and non-violent behavior among young people by challenging gender stereotypes. The holistic approach on which Program Y is based and defines an interactive methodology that is integrated into all activities contributes to the realization of the overarching goal through strengthening the students' knowledge (cognitive development), acquiring new and strengthening existing life skills (psychomotor development) and changing/adopting attitudes and values (affective development). The workbook provides additional educational opportunities and uses various interactive learning techniques, thereby additionally contributing to the realization of the set learning outcomes that you can find in Program Y in the Expected Results and Learning Outcomes section (page 23).

In a broader context, participation in the Program Y and Workbook Program Y activities helps students in the development of their:

- > **Identities**
- > **Emotional intelligence**
- > **Strengthening interpersonal communication skills**
- > **Negotiation skills**
- > **Life skills with an emphasis on critical thinking and decision-making**
- > **Problem solving skills**
- > **Skills for coping with crisis situations**
- > **Pro-social and social competences**
- > **Gender equal attitudes and values**
- > **Healthy lifestyles in the context of prevention of the use of psychoactive substances and protection of sexual and reproductive health**
- > **Tolerant attitude towards other and "different" people**
- > **Confidence**
- > **Skills to resist peer pressure**
- > **Empathy**

**Program Y**

**The Workbook Program Y** is complementary to the educational program that is implemented in schools, based on the Program Y methodology. After completing the workshop at school, the workshop participants (high school students) continue their educational process by implementing the tasks of the Workbook Program Y. Each individual level corresponds to workshops conducted in schools, therefore the names of the levels of the workbook are aligned with the names of the workshops. In this way, we made it easier for the participants to identify topics and activities that they should follow and implement after the workshop. If the students did not participate in one or more workshops, information was offered about the name of the workshop and the page where each individual workshop is located. In this way, students will be able to review the workshop they missed and partially make up for the lack of context with the knowledge they did not get by participating in a certain workshop.

Workshop participants and young people who want to implement the activities of this workbook have the opportunity to take the free online course Program Y. The link to the course is in the Youth HUB section. The online course allows you to acquire knowledge and skills through a series of online activities and to go through the online format of workshops adapted from Program Y.

### **Who is Workbook Y intended for?**

Workbook Y is intended for participants of the educational program “Program Y”, which is implemented by CARE Balkans’ partners within the Young Men Initiative and Future for Youth programs. The content and activities of Workbook Y are complementary to workshops conducted by trained teachers or peer educators and represent a kind of continuation of learning about topics that are an integral part of the Program Y curriculum. The contents of the Workbook contribute to the achievement of the goals defined by the Program Y methodology, therefore we recommend a synchronized approach that includes conducting workshops with students in schools and completing the workbook tasks, in such a dynamic that is coordinated with the execution of educational workshops.

Having in mind the compatibility of the content of Program Y and Workbook Program Y, it is important that students and participants of educational workshops solve the activities and tasks of the Workbook after participating in workshops that address the same topic. Therefore, many activities refer to the workshops and address the reader by referring to the contents of the implemented workshops.

The workbook can also be used by participants of the YMI program outside the educational system, provided that they undergo training according to the Program Y methodology and that these trainings are conducted by certified educators.

## **What does the Workbook Program Y contain?**

The Workbook Program Y is a combination of interactive tasks that engages students in a series of educational activities, expanding the educational experience with new content and actively involving young people in various interactions with the book, but also with the YMI network, within which young people can further develop knowledge and skills. The workbook contains 19 levels, within which there are various activities, challenges and tasks that expand the knowledge of the topics that the participants learn in the workshops. The series of tasks that run through the workbook include active online research, puzzles, challenges, questions and answers that are entered directly into the book, and there is space for making drawings that are part of the educational experience that this workbook offers. The workbook contains instructions for the implementation of all individual tasks. Carefully read the instructions at the beginning of each level, because in that case you need additional tools and aids to solve the tasks in that specific level.

The workbook also contains various challenges that enable your creative expression and additional opportunities to improve your knowledge and skills, both in the areas covered by the workbook and in the use of various applications and software, drawing techniques, poster development and info graphics. Your creativity and skills can open your way to the league of creative famous creators of the YMI program. This workbook offers you such possibilities! The choice is yours.

An important component of the YMI program in schools and communities are campaigns in which members of Be a Man Clubs (BMC) and Future for Youth clubs raise public awareness about certain issues, direct young people's attention to certain risks and problems, offer solutions and suggestions for a healthier present and a better and safer future. Therefore, in solving certain tasks, we invited young people to propose their ideas for the implementation of campaigns. The best ideas will be available at <https://youngmeninitiative.net/en/>.

When solving individual levels, you get a certain number of excellence points. Each level contains several different tasks, each carrying a certain number of excellence points. Therefore, we have created a special instrument called "Detector of Excellence", which uses an advanced algorithm to calculate the total number of points and calculate the sum that you enter in the Success Diary. You enter excellence points immediately after completing the level in the Success Diary section (page 138), so that you would not forget some of the results of individual tasks. Based on the final result (sum of points) you get a title that demonstrates the level of knowledge and skills you have acquired by studying and solving the tasks from this workbook.

## Why and how to use the workbook?

Through the offered activities and content, we strive to provide students with additional opportunities to research, analyze and connect topics and thus improve their knowledge and skills in the areas covered in the workshops.

Each individual activity has the same name as the workshops that are an integral part of the Program Y curriculum, which will help students and teachers/educators to navigate through both interconnected models of learning and work.

If students participate in the workshop on gender and sex, then they complete the content and activities associated with that workshop and do not move on to the next activity in the workbook until they complete the related workshop in the class. It is very important that students complete the **activities after the lesson or workshop on a specific topic was implemented**. In this way, students can use the acquired knowledge and skills in problem analysis, critical review of a specific topic and solving individual tasks within the workbook.

If students missed a certain workshop, an online course based on the Program Y methodology is available. Students can take new or missed workshops, or additionally process workshops in which they have already participated, thereby further expanding their knowledge. Participants of the online course, after completing the learning process, receive a certificate of completion of the online course, which is authorized by a local non-governmental organization in your country. You can find the link to the e-course in the Youth HUB section.

CARE International, YMI and the organizations associated with the Young Men Initiative program believe that young people should be the leaders of key changes related to young people. That is why, through the various contents of the book, we have created a space for establishing the interaction of students who fill out the workbook with representatives of local partner organizations and YMI, which will facilitate their easier inclusion in the programs and activities of YMI. Space for direct communication enables easier connection of students with certified organizations, ministries and schools involved in the program, and we paid special attention to the affirmation of young people to share their ideas, and we will make the best ideas available regionally through the official communication channels of CARE International Balkans, YMI and partner organizations united around the goals of the YMI program and Future for Youth.

## **What is the Young Men Initiative?**

Young Men Initiative is a comprehensive regional program aimed at solving the issues of youth development, gender equality and gender-based violence in the Western Balkans. The approach of the Young Men Initiative is based on a gender-transformative curriculum adapted from the Program H of the Institute Promundo<sup>2</sup>. Program Y is implemented in secondary schools, which allows it to achieve a high level of participation of boys and girls (as of 2013) between the ages of 14 and 19. The focus on young people is important, because adolescence represents a key moment in the socialization process when identities, attitudes and behaviors are still developing. In the schools participating in the program, Young Men Initiative sessions lasting from eight to ten hours (the sum of several workshops lasting from 45 to 90 minutes), led by trained facilitators, are integrated into the regular schedule of classes during the school year, with a focus on four key program areas: (1) gender attitudes; (2) violence; (3) sex, health and well-being; and (4) alcohol and drug use.

**Young Men Initiative<sup>3</sup>** (YMI) is a regional program of CARE International Balkans with continuity since 2006, which includes ministries of education, pedagogical institutes, schools, students, parents and non-governmental organizations in a partnership and proactive process of developing, testing and improving educational programs, with the aim of creating 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 North Macedonia and Montenegro. Young Men Initiative represents 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.

With the direct participation of educational institutions, non-governmental organizations, local and international experts as part of the Young Men Initiative, the curriculum Program Y and the complementary (additional) program Be a Man Club were created, which synergistically have an even stronger impact on the perception of young people about the importance 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.

2. Program H (H stands for Homens and Hombres, the Portuguese and Spanish words for men, respectively) seeks to engage young men and their communities in critical reflection on rigid social norms. The program was developed and validated in Latin America and the Caribbean, and has since been adapted for use in several countries, including Tanzania, India, Peru and Vietnam. For more information visit: <https://promundo.org.br/programas/programa-h/>

3. CARE International Balkans. (2020). Summary of public policy proposal number 1. Program Y - Program for the healthy and safe growing up of youth. Available at: <https://youngmeninitiative.net/wp-content/uploads/2020/12/F4Y-PolicyBrief01-A4-BIH.pdf>

\* This designation is without prejudice to positions on status, and is in line with UNSCR 1244/1999 and the ICJ Opinion on the Kosovo declaration of independence.

Young Men Initiative extends beyond the classroom. The program includes additional residential training where facilitators conduct additional sessions and team building activities in a more immersive environment. In addition, the program includes the "Be a Man" lifestyle campaign, which aims to reinforce the key messages of the Young Men Initiative and encourage change at the school level and beyond. The campaign was supported through various educational materials, social media, and "actions" organized and implemented by student members of the "Be a Man" clubs. Members of the "Be a Man" clubs are both young men and women. In 2023, there have been more than 20 active clubs across the region, bringing together more than 750 young people.

The guiding philosophy of the Young Men Initiative is that young men should not be seen as an obstacle to peace and gender equality, but as key allies in the promotion of non-violent, healthy relationships and communities. Young women as active members of the community should be active participants in societies as well as agents of change. We are witnessing these days that young women are not only victims but also perpetrators of violence to a lesser extent. Both young men and women in adolescence need additional education on healthy lifestyles and prevention of gender-based violence as a guide towards gender equality and a gender-equal society.

Young Men Initiative believes that if students learn about violence, as well as how to challenge dominant gender norms, and if they have the opportunity to apply these new ideas and skills in a safe space, then they will be more likely to internalize this information which, over time, will result in more gender equal, healthier and non-violent lifestyles. Moreover, as group norms begin to change, the program helps create a more tolerant, accepting environment at the school level.

This trajectory of change through which boys and girls apply and internalize new ideas is reinforced by several support structures, such as non-violent role models (e.g. facilitators of the Young Men Initiative), supportive social networks, as well as a supportive school environment.

Based on the results and success of the Young Men Initiative, but recognizing the necessity of finding sustainable solutions and working with and through educational (and other) institutions, CARE and its partners founded the Future for Youth movement whose goal is to bring together different voices of civil society, informal groups of citizens, parents, teachers and other stakeholders around the same goal - advocacy and work on issues of violence prevention, gender equality, life skills and health education in schools throughout the Balkans.

Find more information about Future for Youth and share with us your thoughts on why this movement is important and why it is important that educational and other relevant institutions support its goals and recommendations. Contact us via the e-mail address: [info@future4youth.net](mailto:info@future4youth.net) and join the Future for Youth movement. To become a member, fill out the online form and follow the official social media channels.

## **Social norms, adolescence and education<sup>4</sup>**

Socialization and interactions with peers and the environment fundamentally influence the attitudes and decisions of young people when it comes to health and healthy lifestyles. This is precisely why modern education 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, therefore educational programs that place students at the center of learning have the potential to respond to individual needs, much sooner than traditional approaches that unidirectionally send a uniform message to all students as a homogeneous group. Social norms, with an emphasis on gender norms and gender stereotypes, can encourage young people's behaviors that educational and health institutions want to prevent, but also discourage young people from using services that can be important for them to preserve their health. Young men may feel that asking for help is a sign of weakness, young women that the first cigarette proves that they are mature, that violence towards others is justified, that in case of exposure to violence they should find a solution themselves, without the interference of authority. The behaviors, attitudes and values of young men and women differ and are influenced by gender norms, so a gender-sensitive approach is adapted to the 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.

### **Educational basis**

Dear students, after almost 20 years of developing and testing tools for young people, which we implemented with young people, we realized that education can be useful and fun, motivating and exciting. In order to achieve such a result, in the development of educational tools we included tens of thousands of high school students throughout the Western Balkans, who, by participating in the workshops and activities of the Be a Man Clubs, influenced us and our perception of which topics were important to young people and which approaches ensured the active participation of young people in all phases of learning and studying the topics covered by Program Y.

The society we live in can affect us as individuals in different ways. Society can stimulate our potential, encourage us to give the most and the best of

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4. CARE International Balkans (2020). Policy Brief No. 1 Program Y - Program for Healthy and Safe Growing Up of Youth. Available at: <https://youngmeninitiative.net/wp-content/uploads/2020/12/F4Y-PolicyBrief01-A4-ENG.pdf>

ourselves, but at the same time, society and certain social norms can encourage behaviors that can endanger your health or the health of your friends and peers. Our decisions can be influenced by peers, media, certain fears, doubts and insecurities. All of the above can be changed and corrected, and this is precisely one of the key lessons we learned during work with more than 100,000 students throughout Bosnia and Herzegovina, Serbia, Croatia, Montenegro, North Macedonia, Albania and Kosovo. Therefore, it is extremely important to learn to recognize potential risks and adopt the skills of making thoughtful and healthy decisions, based on information and personal choice.

Regardless of whether you attend the workshops at school or outside of school, Program Y and the Workbook Program Y together strive to contribute to the acquisition of new knowledge and information that are important for the transformation of potentially harmful attitudes and habits.

### **Why the focus on gender norms?**

For many years, we have made assumptions about the health and development of young men and women. For young men, we usually assumed that they were fine and had fewer needs than young women. On other occasions, we assumed that they were difficult to work with, that they were aggressive, and that they did not care about their health. We have often seen them as perpetrators of violence against other young men, against themselves and against women – without trying to understand the ways in which society often glosses over young men's use of violence. On the other hand, young men interact with young women and the problems of young people affect both genders to a significant extent, therefore the approach to prevention required a gender-synchronized approach to learning and acquiring new knowledge and skills, important for making healthier and safer decisions.

New research and perspectives require a more careful understanding of how youth are socialized, what they need in terms of healthy development, and how health educators and others can engage them more adequately and effectively.

But what does it mean to apply a "gender perspective" in working with young people? Gender – contrary to sex – refers to the different ways men and women are socialized to think, behave and dress; it is how these roles, usually stereotyped, are learned, reinforced and internalized. Sometimes we assume that the way boys and men behave is "natural" - that "boys will always be boys" and that "girls will always be girls". However, the roots of many boys', men's, girls' and women's behaviors, including whether they agree with their partners to use condoms, whether they care for children they father or use vio-

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5. The term "young men" refers to males between the ages of 15 and 24, which corresponds to the age group "youth" as defined by the World Health Organization (WHO).



lence against their partners, can be found in the way in which boys and girls are brought up. It is not easy to change the way we raise and observe young people. However, it has the potential to transform gender relations, as well as reduce many health and social vulnerabilities faced by both women and men. Therefore, applying a gender perspective in working with young people implies two main ideas:

**(1) GENDER SPECIFICITY:** Observing the specific needs of boys and girls in terms of their health and development, due to the way they are socialized. For example, this means engaging young people in discussions about substance use or risky behavior and helping young people understand why they may feel compelled to behave in such a way, and in accordance with gender norms and the pressures that such norms produce.

**(2) GENDER EQUALITY:** Engaging boys and girls in discussing and reflecting on gender inequalities, reflecting on situations where girls and women have often been disadvantaged and often expected to take on a disproportionate share of childcare, sexual and reproductive health issues, and household chores.

This series of manuals (Program Y and Workbook Program Y) attempts to unite these two perspectives, seeking to recognize the specific needs and realities of young people and to engage them in rethinking and changing gender relations. Evidence from around the world suggests that programs that employ this type of gender transformative approach are more likely to lead to changes in young men's attitudes and behavior than programs that do not explicitly attempt to address and challenge gender norms (Barker et al. 2007). The research we conducted during the implementation of Program Y showed the same result with girls, so we are convinced that Program Y represents a quality educational space for all young people, and the workbook represents an additional opportunity for learning and connecting with a large number of young people who want to be the bearers of social change and change this world in such a way that it becomes a better place to live for the current and future generations. Because the power of change lies within each of you. Let's change this world together and make it a better place, for you, for all of us!

## **The needs and problems of young people**

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. Adolescents are generally a healthy population, but their lifestyle habits, individually or collectively, are a key factor in the occurrence or prevention of chronic diseases in adulthood.

Research studies conducted in BiH, Croatia, Serbia, Kosovo\* and Albania show that young people face numerous challenges during their growing up: peer violence (verbal, digital and physical violence), stress related to education, negative influences of peers, use of tobacco, alcohol, drugs, impaired mental health, unhealthy eating habits, insufficient physical activity, early sexual intercourse and risky sexual behaviors.

The COVID-19 pandemic additionally affected the access and availability of services for young people, especially for marginalized groups of young people.

Given that Program Y and the Workbook Program Y include topics that correspond to research findings on the needs and problems of young people, we are sure that participation in this program represents an important step in preventing the development of various diseases or conditions that can impair the quality of life of young people, later during the following stages of their life.

## **About Program Y Manual**

**The Program Y Manual consists of four thematic units:**



### **Identity development**

- ◆ Identity, reasoning and feelings
- ◆ Psychoactive substances (drugs and alcohol), decision-making and negotiation



### **Development of sexuality and protection of sexual and reproductive health and rights**

- ◆ Healthy sexuality, adolescent pregnancies and sexual and reproductive health and rights
- ◆ Pregnancy, yes or no, sexually transmitted diseases and HIV and AIDS



### **Violence is OUT**

- ◆ From violence to peaceful coexistence
- ◆ From violence to respect in intimate relationships, self-control and management of emotions



### **Parents of the 21st century**

- ◆ Fatherhood and motherhood
- ◆ Be the change that you wish to see!

Each of these units contains an introduction to the topic, including a brief review of relevant literature, as well as guidelines for implementing group activities for working with young people. We have divided the introduction to each of the mentioned units into the viewpoints of young men and the viewpoints of young women. Since the main goal of the educational workshops is to create a space for dynamic discussions in which young people can critically

reflect on the issue of gender norms, relationships and various health topics, as well as "practice" the skills and abilities necessary to reduce risky behavior and act in a fairer way, information about these two viewpoints helps educators and professors to have an approach focused on both genders, respecting their specific needs and social influence on the decisions they make.

Also, the gender perspective of young men and women, which is presented in the introductory texts, is an additional resource that is important for the quality realization of the workshops and the goals we want to achieve. Therefore, it is useful to visit the YMI and Program Y website, access the online version of Program Y, and familiarize yourself with the contents of the manual.

### **About Be a Man Clubs / Youth Clubs<sup>6</sup>**

Be a Man clubs or youth clubs are founded as clubs of high school students who are creatively engaged in designing and implementing the "Be a Man" "Future for Youth" campaign and represent its most important part. Club members are active participants and promoters of the campaign in such a way that they are the ones who develop and organize campaign activities in their schools and encourage other young people to get involved in the promotion of their values. They are allowed to build themselves up and encourage others to be better, providing a safe zone for young people, where there is no judgment, challenging opinions and where dialogue and self-critical thinking are encouraged. In addition, they participate in motivational activities such as movie nights, theater, concerts, sports games, trips and meetings with other young people and exchange experiences with them through various types of youth camps and camps for youth leaders.



6. CARE International Balkans. (2020). Factsheet: Be a Man Clubs. Available at: <https://youngmeninitiative.net/wp-content/uploads/2020/12/02-F4Y-FactSheet-BMK-BiH.pdf>

## MEET SOME OF BUDI A MAN/YOUTH CLUBS ON INSTAGRAM:

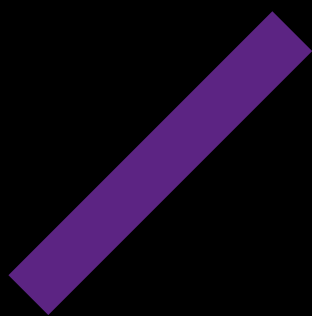
Sarajevo: @budimuskoklub  
Beograd: @budi\_musko\_klub\_beograd  
Banja luka: @bmk\_bl  
Mostar: @budi\_musko\_klub\_mostar  
Tuzla: @bmk\_tuzla  
Istočno Sarajevo: @bmk\_is  
Brčko: @bmk\_brcko  
Gračanica: @bmk\_gracanica  
Pristina: @sit\_center and @ymcakosovo  
Tirana: @actforsociety

### Video collection: "Once Upon a Boy" and "Once Upon a Girl"

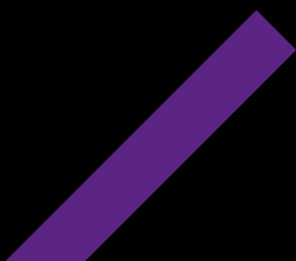
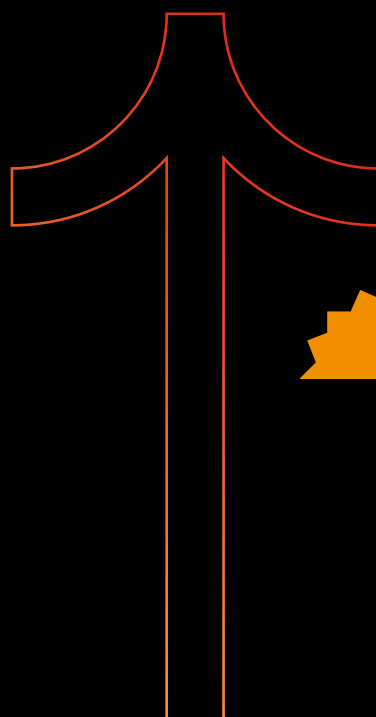
Along with the Workbook Program Y, there are two cartoons, without words, called "Once Upon a Boy" and "Once Upon a Girl". These cartoons show the stories of a boy and a girl and the challenges they face growing up. They face social norms, domestic violence, homophobia, doubts about their sexuality, their first sexual experience, pregnancy, sexually transmitted infections (STIs) and parenthood. In a fun and thoughtful way, these cartoons introduce the topics covered in the activities described in Program Y and the Workbook Program Y. We have often found it useful to use a cartoon as an introduction to an activity - to induce young people's interest and assess their initial views on the various issues covered in this workbook.

You can watch/download the above cartoons from the following websites:  
<http://promundoglobal.org/resources/once-upon-a-boy/> i <http://promundoglobal.org/resources/once-upon-a-girl/>.

# Chapter 2



Activity  
Book



# Activity

# Book



## Introduction

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Welcome to the Workbook Program Y. Please read the first chapter of this Workbook before you start with the implementation of the tasks of the first level. The introductory chapter offers important information that will help you understand the relationship between the educational workshops and the tasks of the Workbook, as well as technical information on how to use the workbook. It is especially important to check the contents listed on the Youth HUB, which you will find at the beginning of this book.

The second chapter contains activities that, in an interesting and interactive way, involve students in the process of advanced learning and study of the content that takes place in educational workshops and/or homeroom classes. Each of the 19 levels contains tasks that are interconnected and represent an educational unit. Therefore, it is extremely important to follow the instructions offered and the steps described for each individual level.

The first level will provide you with key information on how to solve the tasks and what you need to pay attention to when solving each individual level. Solving certain tasks earns you Excellence Points, which demonstrate the level of excellence you achieve by gradually progressing through the Workbook. For tasks that carry Excellence Points, we have also offered answers, so at the end of the activity you can analyze your answers and calculate the total number of Excellence Points that you enter in the **Detector of Excellence** and then the summary score of the level in the **Success Diary**.

It is very important that before completing each level, you check the introductory instructions that offer information on the preparation and necessary materials that you will need to complete each level.

Complete the tasks in the workbook with a **graphite pencil** because over time you will gain advanced knowledge and if you decide to correct the answers that you think should be corrected, you will be able to do so easily.

You must be impatient about the first level and the tasks it contains, so we wish you a pleasant, exciting and interesting journey through the contents and levels of the Workbook Program Y.

# Level 1:



## What is this thing called gender?



**REFERENCE** Program Y – Innovative Approaches in GBV Prevention and Healthy Lifestyle Promotion for Young Men and Women

**WORKSHOP** WHAT IS THIS THING CALLED GENDER? / Page: 44

### Welcome to the Workbook Program Y!

This is the first activity and at the same time an opportunity to get acquainted with certain rules that will be useful to you during the exciting journey through the topics you cover in the educational workshops and during the preparation of campaigns through activities within Be a Man/youth clubs.



**At the beginning, circle the statement that best describes you:**

- a. I am a real man
- b. I am a real girl
- c. Does it matter if I am one or the other?
- d. I am neither a real man nor a real girl, but I want to become one

Was it easy for you to answer this question? What does it really mean to be a REAL man or a REAL girl? How different are those who are more or less men and on what basis do we conclude that? How do we distinguish real girls from less real ones and do these differences exist? Do we learn about it at school, from the media, from our peers or from our parents? What does it really mean to be a man and what does it mean to be a girl and whether there are certain rules that teach us about that, and how these rules affect the lives of young people, are questions that you will find answers to during the implementation of this and other workbook activities.



We suggest that you use a **graphite pencil** to complete the tasks because your answers can be changed and that is desirable. If halfway through the exciting journey through this workbook you find that you have changed your attitude or thinking about a certain topic, feel free to go back to the activity you want to do "again" and correct the answers you previously wrote. Changing your attitude and knowledge is not cheating, but a process of research and learning, and it is quite expected that you change in that process. Also, this workbook is a safe space in which you can express your opinion, but also correct it, if you think that the information and knowledge you acquire changes the way you see and perceive the world and the people around you.

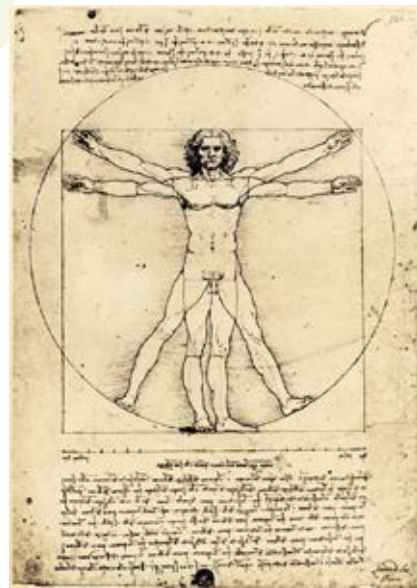
We begin this journey by exploring the world around us and discovering the complex influences of the environment on us, our feelings, our attitudes and behavior. You can solve the following activities without the participation of others, but for those of you who like to work in a team, we have provided different activities that you can do in a team with others.

## What is this thing called gender?

Learning about gender and gender norms can be as confusing as it is exciting. It is now clear that gender norms are "unwritten rules" that are actually a projection of social expectations of what boys, girls, and later men and women should be.

### **STEP 1: SEX REVEAL PARTY**

Have you ever heard of or attended a "sex reveal" celebration of a future baby? Many parents today organize a sex reveal celebration, which is attended by immediate and extended family members, friends and other close people. In this way, some parents announce that their child will be a boy or a girl. A person is born as a male or female child and this is determined based on sex differences. List the key sex differences between men and women.



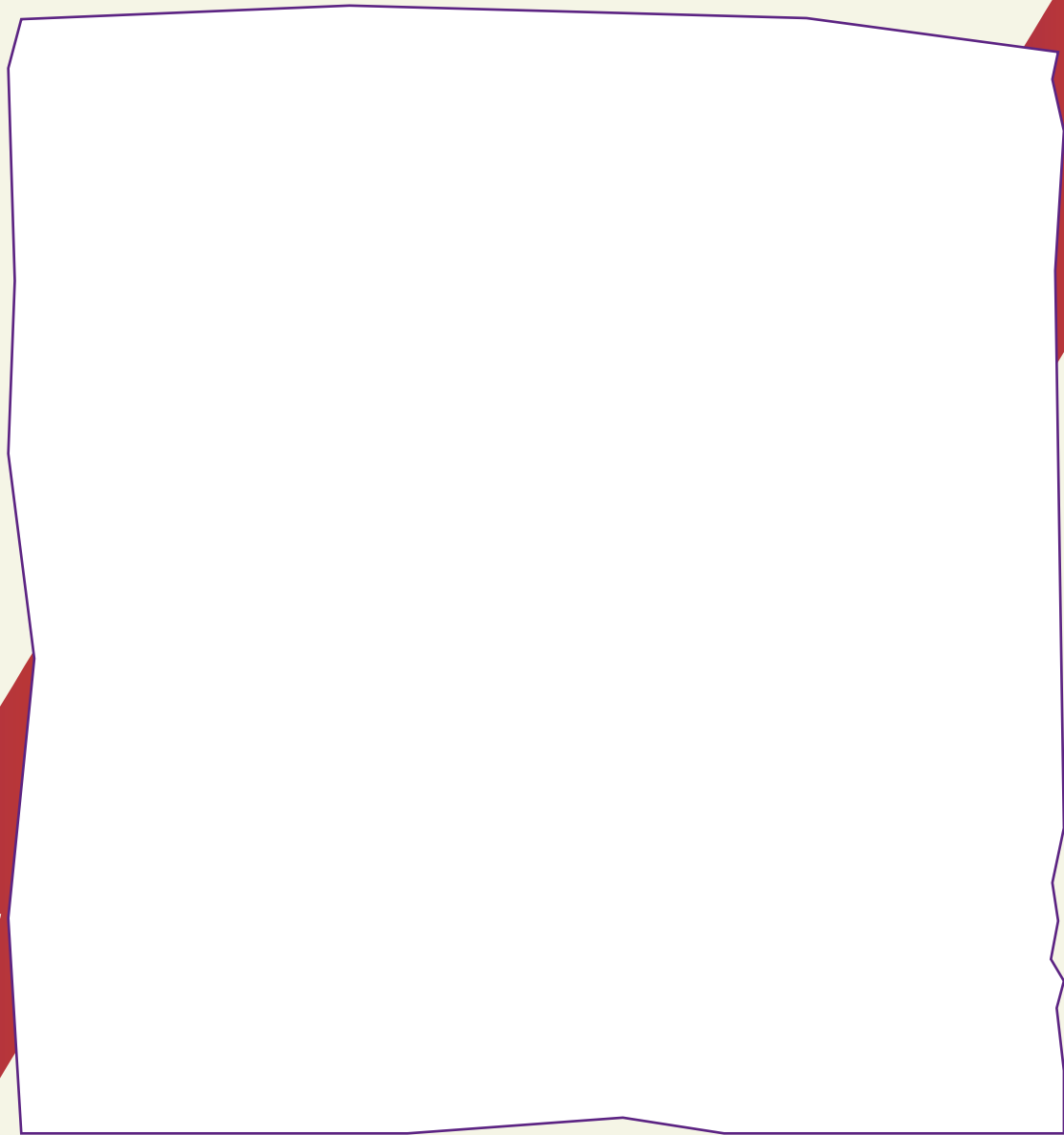
**MEN:**

**WOMEN:**



A person can be born with a sex that is not defined and we call these people inter-sex people. So, in our country, people can be male or female. Let's go back to the "sex reveal party".

Research on the Internet how similar parties are organized in our country and draw a party that you saw while researching this topic.



After birth, parents and friends know the child's sex and usually at this point the construction of the child's gender identity begins. In the workshop you learned that gender and sex do not have the same meaning, so this is an opportunity to remind ourselves that sex is: \_\_\_\_\_, and gender represents social expectations that define roles, attitudes and behaviors specific to men and women.



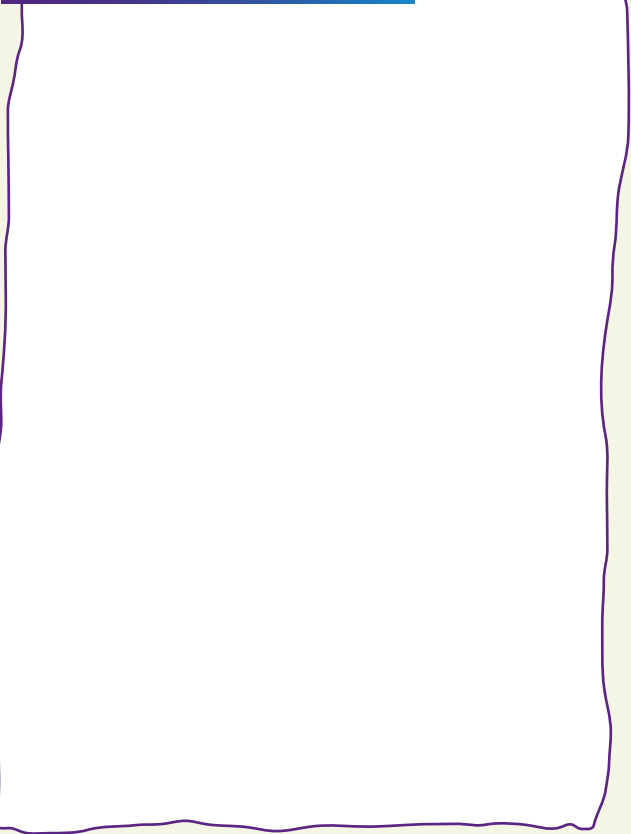
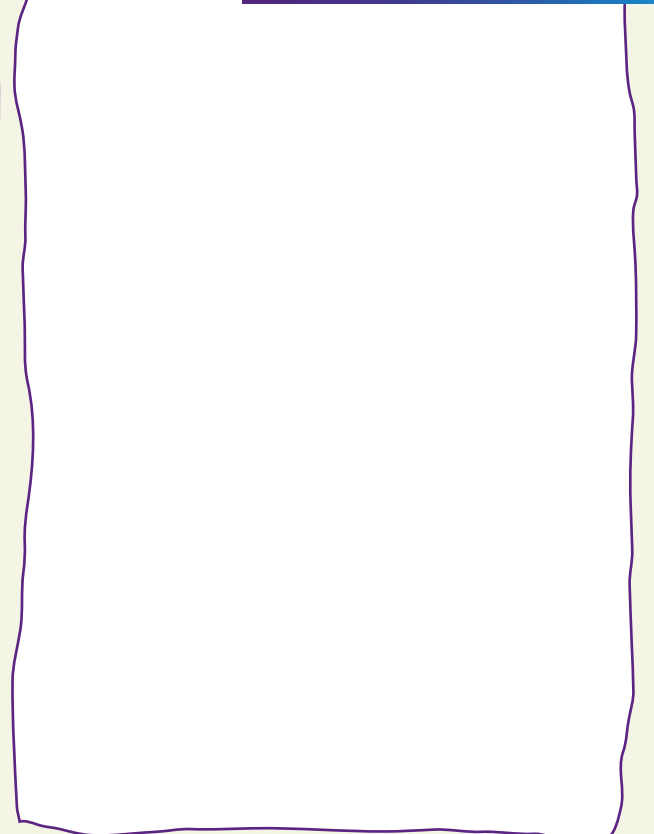
## STEP 2: CHILDREN'S ROOM

For the next activity, you will need a graphite pencil, eraser and wooden crayons. After you have prepared the necessary material, start the following activity.

In circumstances where children have their own room, its arrangement was carried out by the parents. This includes the selection of furniture, the choice of colors and materials. This continues with toys, where parents assume which toys will make children happy the most.

Gender stereotyping, on the surface, may seem like a trivial issue, but it's not just a case of too much pink and blue. If we impose rigid ideas of masculinity and femininity on children, we limit their potential and actually do real harm later in life. The creation of gender identity begins with the first step into the reality of life, to which every child is introduced by parents or guardians.

Below, draw and color how society arranges a room for boys and how it arranges a room for girls. On the left is the room for boys, and on the right is the room for girls. Also, draw toys that are traditionally associated with boys and those that are traditionally associated with girls.

BOYS' ROOM	GIRLS' ROOM
	

Think about it and answer the following questions?



**What differences do you see when you look at both drawings?**

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**Is it common for boys to play with toys traditionally associated with girls?**

Yes (if you answered YES, skip the next question)

NO

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**If your previous answer is NO, can boys play with girls' toys?**

YES

NO

If your answer is YES, how will society react to it and what kind of messages will a boy who plays with toys traditionally associated with girls receive?

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**How will the boy feel about the messages he receives?**

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**Can these messages influence future decisions about whether or not a boy plays with certain toys?**



## What do others say? What does the research say about this?

**Excerpt from:** American Journal of Play (2019). Erica S. Weisgram. Reducing Gender Stereotypes in Toys and Play for Smarter, Stronger, and Kinder Kids. Available at: <https://files.eric.ed.gov/fulltext/EJ1238538.pdf> (ed.gov)

Gender-typed play behaviors begin in preschool and continue throughout childhood. These play behaviors include gender-typed toy interests, gender-typed play styles, and gender-segregated play groups. Gender segregation becomes closely intertwined with gender-typed styles of play. Research has shown that boys play more often with other boys, play in larger groups, and have a rougher style of play than girls (Colwell and Lindsey 2005; Rose and Smith 2018).

**Parents and guardians** also influence children's interests in toys. Research has found that parents are more likely to purchase gender-specific and gender-neutral toys for their children than toys typically associated with the other gender (Weisgram and Bruun 2018). They are also more likely to encourage play sessions in which toys associated with their children's gender are available (Caldera, Huston, and O'Brien 1989).

**Peers** also influence choices by modeling gender-typed play and reinforcing this play through peer acceptance, leading children to engage in gender-oriented play over time (Brown and Stone 2018).

**Media and advertising** also often influence children's gender-typed interests in toys by explicitly labeling toys as "for boys" or "for girls", showing only boys or only girls on packaging, and using implicit gender cues such as color to distinguish between target consumers (Fine and Rush 2016; Auster and Mansbach 2012; Spinner, Cameron and Calogero 2018; Sweet 2014).

**Children's gender-related cognitions** also help determine gender-typed behavior in play. Gender-related cognitions may include a child's gender identity, gender schemas, gender knowledge, and gender stereotypes. Children can first apply the labels "boys" and "girls" to themselves and others around 2.5 years of age, establishing a rudimentary gender identity.

Although children show certain gender-typed preferences for toys in infancy, gender-typed play behavior increases after gender identity is established in toddlerhood and preschool age (Todd, Barry, and Thommesen 2016).

Children also acquire their gendered knowledge of activities associated with men and women in our society during early childhood (Martin and Ruble 2004). This knowledge is a precursor to the formation of gender schemas and the construction of gender stereotypes (Bigler and Liben 2007).

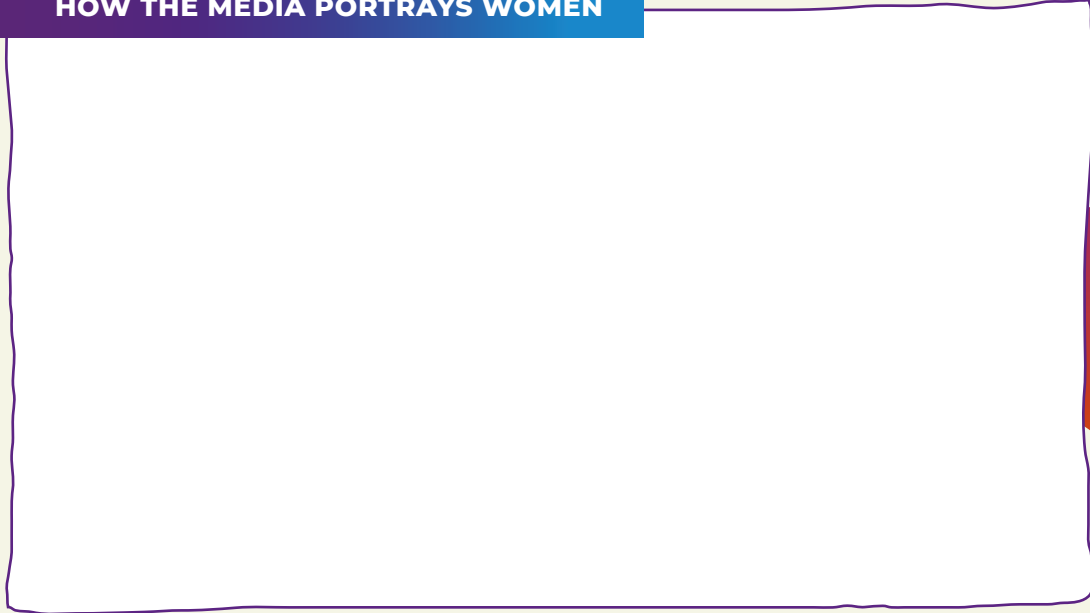
Gender stereotypes include personally held beliefs about who should play with what toys and what activities are typical for boys and what for girls. These stereotypes begin to emerge in the preschool years and peak in early elementary school, after which children develop more flexible gender beliefs (Martin and Ruble 2004).

Because toys and play dominate young children's lives, they help children easily form stereotypes through personal experience (Weisgram 2016).

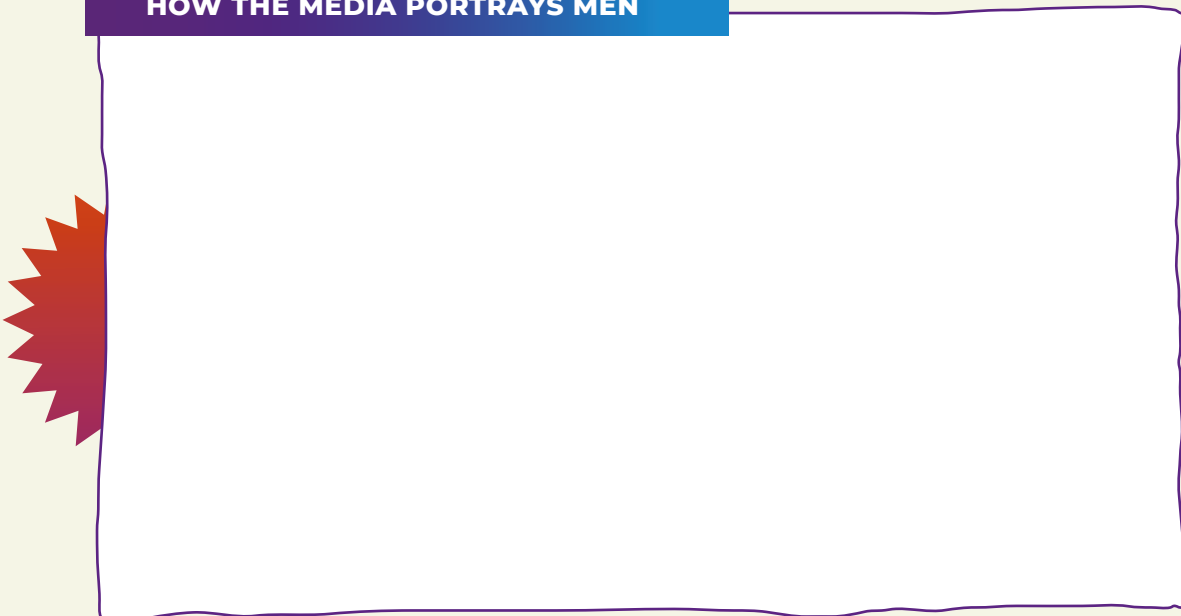
### STEP 3: THE WORLD AROUND US

To perform this activity, we need daily newspapers or one or more magazines, scissors and paper glue.

#### HOW THE MEDIA PORTRAYS WOMEN



#### HOW THE MEDIA PORTRAYS MEN



## Step 4: Your observations

### THE MEDIA PORTRAYS GIRLS AND WOMEN:

### THE MEDIA PORTRAYS YOUNG MEN AND MEN:

#### Questions and tasks for reflection:

- ◆ Are the images showing men and women different?
- ◆ Write down the basic characteristics of men, which are shown in the images:

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- ◆ Write down the basic characteristics of women, which are shown in the images:

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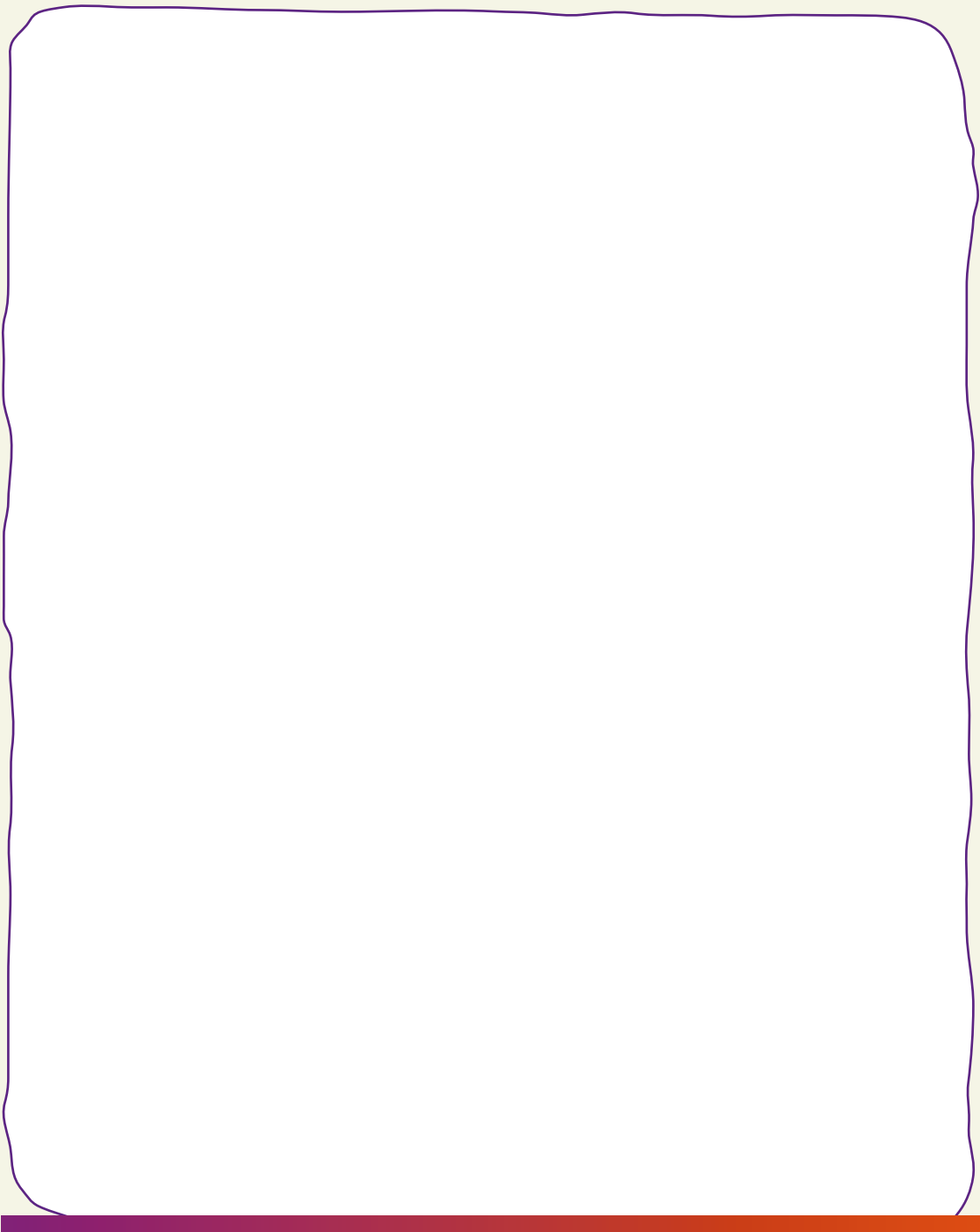
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- ◆ Does the media in this way send images of how men and women should look like and how they should behave?
- ◆ Is it fair? If not, why?
- ◆ In what way can the projections of women be limiting and burdensome for girls?
- ◆ In what way can the projections of men be limiting and burdensome for young men?

## **STEP 5: DRAW YOUR CHARACTER FOR THE ACTIVITY BOOK**

Draw a projection of your ideal self and include all your personalities and virtues. Be free to use your creativity and imagination and project your most important and outstanding qualities. With this character you start the journey through this book. Numerous challenges and exciting activities await you and the character you will draw, so be careful in choosing the best way to introduce yourself and start this educational game.





## RESULTS AFTER EACH ACTIVITY

Each individual area (activity) contains challenges and games, and some of them earn you excellence points that you enter in the Success Diary. The Success Diary is at the end of this workbook and helps you track your progress through the workbook and journey to results that will affect you and the way you see the world you live in, as well as identify opportunities to make it a better, more equal and safer place for self and others.

Each of us has the potential to change the world we live in, and how many changes we will make and in what way depends only on us, our will, perseverance, knowledge and effort we invest.

Therefore, this workbook is dedicated to awakening the young superheroes that live in each of you and helping you find your own way to the answer to the key question of this workbook, which is: Why and how to make this world a better place for all of us?

Now that we have successfully completed the first level of the workbook, enter ten (10) Excellence Points into the Detector of Excellence located at the end of each level. Write the total sum of each level in the Success Diary, in the section related to that level. Since we are at the first level and you have received 10 points and you have no additional points to add up, enter 10 points in Task 1 and enter the total score (in this case 10 points) in the Sum of Level 1 Excellence Points. You use the Detector of Excellence to track the results of the tasks you solve because some levels carry two or more points, so the Detector of Excellence will help you track the results and later calculate the sum of all the tasks of that level. After each activity, enter the total number of points you earn after completing the activity and at the end expect a very interesting surprise.

### DETECTOR OF EXCELLENCE

<b>TASK 1</b> (enter 10 here)	<b>Sum of Level 1 Excellence Points</b>
----------------------------------	---



# Level 2:



## Act like a man, act like a woman



**REFERENCE** Program Y – Innovative Approaches in GBV Prevention and Healthy Lifestyle Promotion for Young Men and Women

**WORKSHOP** ACT LIKE A MAN, ACT LIKE A WOMAN / Page: 50

### Let's start with you!

My name is \_\_\_\_\_ (enter your name) and I am \_\_\_\_\_ years old. I am a real \_\_\_\_\_ (enter your sex) because I have the following characteristics and traits (below, list the traits that determine whether you are male or female):



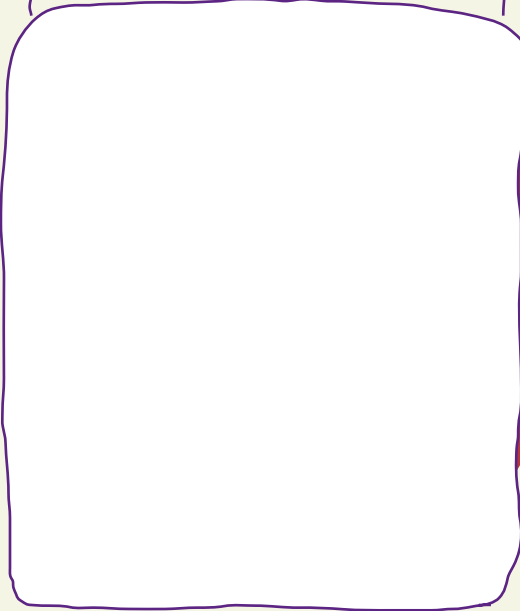
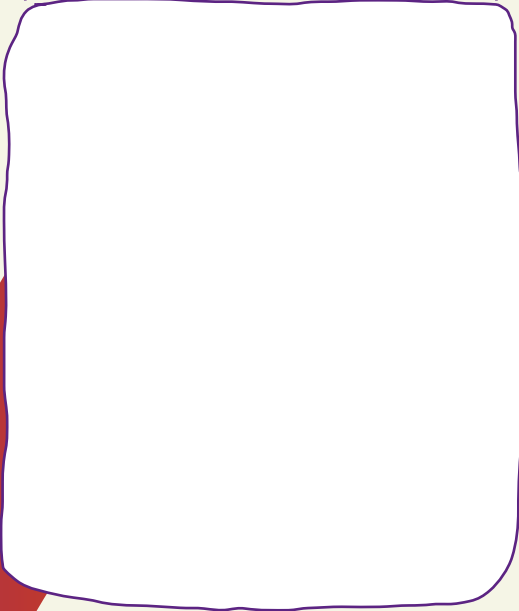
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

Now circle in red those that determine your sex (biological differences), and in green those that are defined by gender (gender and social norms). If you encounter difficulties in solving this task, read the information available in Program Y, which is available on the official YMI website. You can find the web address at the beginning of the book in the Resource Sheet.

In the left box, draw an ideal man or woman as you see him/her, and in the right box, draw an ideal man or woman as seen by society and the people around you. If these two pictures are different, feel free to continue drawing, because after that comes the second part of the task, which questions the similarities and differences in both drawings. Before you start drawing, think about what an ideal man or an ideal woman means. When you think about your drawing, think about what you see as the key qualities and characteristics of a person who is an ideal man or woman. When you think about how society sees ideal men or women, think about the images sent by the media, social networks, who are role models for young people, etc. Draw the characters and try to illustrate their social and material status, their physical features, the way they dress, etc. Because of the task that follows this activity, it is very important that both pictures show the same gender.

For me, the ideal man  
/ woman looks like this

For society, the ideal man  
/ woman looks like this



**NOW THAT YOU HAVE FINISHED DRAWING, WE WANT YOU TO THINK ABOUT AND ANSWER THESE QUESTIONS:**

1. Are there any differences in these two drawings?  
\_\_\_\_\_
2. If yes, are the differences large or small? Describe the key differences!  
\_\_\_\_\_
3. Can the image on the right influence the attitude of young people as they see the ideal man or woman?  
\_\_\_\_\_
4. What if these two images are significantly different, that is, is it OK for a person to have a different view of the characteristics and qualities of an ideal man or woman, regardless of how society sees and expects men and women to behave?  
\_\_\_\_\_
5. Can the image on the right discourage a person from being different from others? If so, when is it bad and when is it good?  
\_\_\_\_\_

6. In what way do the peers around us contribute to the image on the right affecting the image on the left?

---

7. Should it be opposed? If so, why and in what way would you do it?

---

Before you move on to the next task, let's check your knowledge. Complete the next sentence! Standards and expectations with which women and men generally agree within the range determined by society, culture and community at that time are called \_\_\_\_\_<sup>7</sup>. These are ideas about what women and men should be and how they should behave. Already in childhood, norms can establish a life cycle of gender socialization and stereotyping. When interacting with peers, young people may feel pressure to behave in accordance with certain social rules or expectations, and we call such pressure \_\_\_\_\_<sup>8</sup>. If peers have a positive effect on each other, then we call that pressure positive peer pressure. If such pressure encourages negative behavior or contributes to the appearance of negative feelings in those who are exposed to it, then we call that pressure negative peer pressure.

### **ACT LIKE A BOY / ACT LIKE A GIRL!**

Think about the city, the place and the society in which you live and below arrange the offered characteristics as you think society expects them to be in accordance with what men are and should be, and repeat the same for women. Use a graphite pencil and an eraser for this activity. We hope you have your cell phone at hand, because you're going to need it soon.

**Step 1:** Below are various human traits and your task is to arrange them into two columns. Start with the men first and arrange all the offered traits as society expects them to be or not be present as part of a man's personality. Write the desirable traits in the left column, and the undesirable ones in the right column.

- 
7. Answer: If you wrote the gender norms, write 10 Excellence Points in the Task 1 column. If you did not answer correctly, write -3 Excellence Points in the same column.  
8. Answer: If you wrote peer pressure, write 10 Excellence Points in the Task 2 column. If you did not answer correctly, write -3 Excellence Points.



Below, use the same traits you used in men to define the traits that according to social norms women should or should not have. Write desirable traits on the left and undesirable traits on the right.

**Compare and conclude:** After you have completed both tables of how society sees men and women, arrange these traits in a way that you think is fair and correct. Feel free to think outside the box, and we ask that you really be honest, regardless of whether your views match societal expectations. For those traits that you think are not gender-conditioned and that gender has nothing to do with them, write in the "traits that are not gender conditioned" column. After you finish, compare your view with the one related to social expectations and analyze the differences. You can learn a lot from what you see.

**PERSONAL TRAITS:**

DEPENDENT	INDEPENDENT	PASSIVE	BUSINESS SKILLS
EMOTIONAL	SUBJECTIVE	GOOD	GENTLE
RATIONAL	SUSCEPTIBLE	COMPETENT	WITHDRAWN
INCOMPETENT	DOMINANT	AMBITIOUS	PERSISTENT
ACTIVE	AGGRESSIVE	DETERMINED	DECISION MAKING
DIPLOMAT	WISE	SILENT	HIDES EMOTIONS
INDECISIVE	UNAMBITIOUS	BRAVE	TIMID

## HOW SOCIETY SEES DESIRABLE AND UNDESIRABLE TRAITS

DESIRABLE TRAITS OF A REAL MAN

---

UNDESIRABLE TRAITS OF A REAL MAN

---

DESIRABLE TRAITS OF  
A REAL WOMAN

---

UNDESIRABLE TRAITS  
OF A REAL WOMAN

---

## HOW I SEE DESIRABLE AND UNDESIRABLE TRAITS

POSITIVE TRAITS  
OF A REAL MAN

---

NEGATIVE TRAITS  
OF A REAL MAN

---

TRAITS THAT ARE NOT  
GENDER CONDITIONED

---

POSITIVE TRAITS  
OF A REAL WOMAN

---

NEGATIVE TRAITS  
OF A REAL WOMAN

---

TRAITS THAT ARE NOT  
GENDER CONDITIONED

---

## Share with us!

Take a photo of the completed table above about how society thinks men and women should behave and what their traits are. Then take a photo of the completed table above about what you think is adequate. Send us your photos and share with us your solution to this task. Send the photo to the e-mail address [workbook@future4youth.net](mailto:workbook@future4youth.net).



### Think and write:

Below are the answers to the questions by which we further analyze gender norms and their impact on the position in the context of gender equality and whether these differences are fair and equitable.

---

Are there differences in gender norms, that is, are there differences in the traits that society traditionally attributes to men or women?

Yes

No

How does society treat men and women who possess traits traditionally attributed to the opposite sex?

Yes

No

Are such differences a reason for people to use violence (e.g. gossiping, labelling, rejecting, mocking, hitting, etc.) against those who are "different"?

Yes

No

Is it right for peers to call out their peers because, for example, he doesn't like to play soccer or because she doesn't like to wear makeup?

Yes

No

---

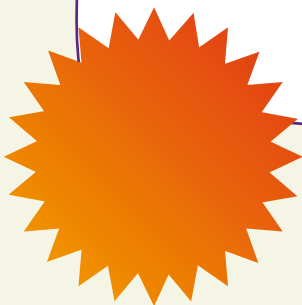
**Answer<sup>9</sup>**

- 
9. If your answer is YES, write -5 points in the column Task 3. Labeling and mocking peers is a form of violence and leaves negative consequences for the person who is exposed to violence, as well as for people who witness violence. Stopping this violence, on the contrary, prevents the consequences it can leave on the victim, perpetrator and witnesses of violence. That is why the answer NO carries +10 points. If you circled NO, add 10 points to the existing score.

**Have you ever been treated like you are not man or woman enough?**

Has it happened to you that close or known people did not treat you like a real man or woman? Have you been told that you are not man or woman enough or that you will not be if you do not do as you are advised and as you are expected to be? If yes, describe the messages you received below:

The messages you received	How did you feel when you received each of the written messages





## CONCLUDE AND INSPIRE OTHERS!

At the end of this activity, we invite you to write us a story about the growing up of young men and women who face social and gender stereotypes and describe how it limits their freedoms, opportunities and capacities. Research which famous people have experienced pressure from the environment, related to gender and other social rules, and research positive outcomes and examples of dealing with such situations. Inspire yourself, us and others and create a story that blends reality with imagination and finish it in a way that inspires the creation of a world where every young person can reach their maximum capacity. The stories and illustrations will be available and shown as part of various positive campaigns that we want to encourage young people in the Balkans, which will be implemented by local partner non-governmental organizations in cooperation with CARE Balkans.

**Congratulations!** You have completed the second level and it is time to calculate your total score. Calculate the total score by summing and/or subtracting the total number of points, and enter the final result in the last column "Sum of Level 2 Excellence Points". If on the first and/or second task you have results with -, calculate by starting, for example from task 3 in which you achieved the maximum number of points and reduce that number in relation to the results of the first and second tasks. If you got negative points on all three tasks, go back to the beginning and try again. We are sure that you already know more than you did at the beginning of the level.



### DETECTOR OF EXCELLENCE

TASK 1	TASK 2	TASK 3
<b>SUM</b> of Level 2 Excellence Points		



# Level 3:



## Expressing my emotions



**REFERENCE** Program Y – Innovative Approaches in GBV Prevention and Healthy Lifestyle Promotion for Young Men and Women

**WORKSHOP** EXPRESSING MY EMOTIONS / Page: 52

### Welcome to the world of emotions!

In the workshop on expressing emotions, you learned about what emotions are and discussed individual differences in expressing certain emotions. Emotions can be pleasant, which we call positive emotions, and they can be unpleasant emotions, which we call negative emotions.

Boys do not show certain emotions in the same way, just as not all girls do the same. But gender norms can discourage boys or girls from expressing certain emotions. In boys, stereotypical gender norms discourage them from showing the following emotions (in both cases write at least 2 examples of emotions) \_\_\_\_\_ and \_\_\_\_\_, and in girls most often \_\_\_\_\_ and \_\_\_\_\_.

Think about the previous workshop "Act like a man, act like a woman" and write down how restricting the expression of certain emotions negatively affects the lives of men and women:

**MEN:**

**WOMEN:**

## CHARADE OF EMOTIONS

Below, think and draw emoticons that show different emotions!


Continue by identifying 2 emotions that you show easily and 2 emotions that you find difficult to express in front of others. To the right of the table are questions that you should answer and discover some new things about yourself and the people around you:

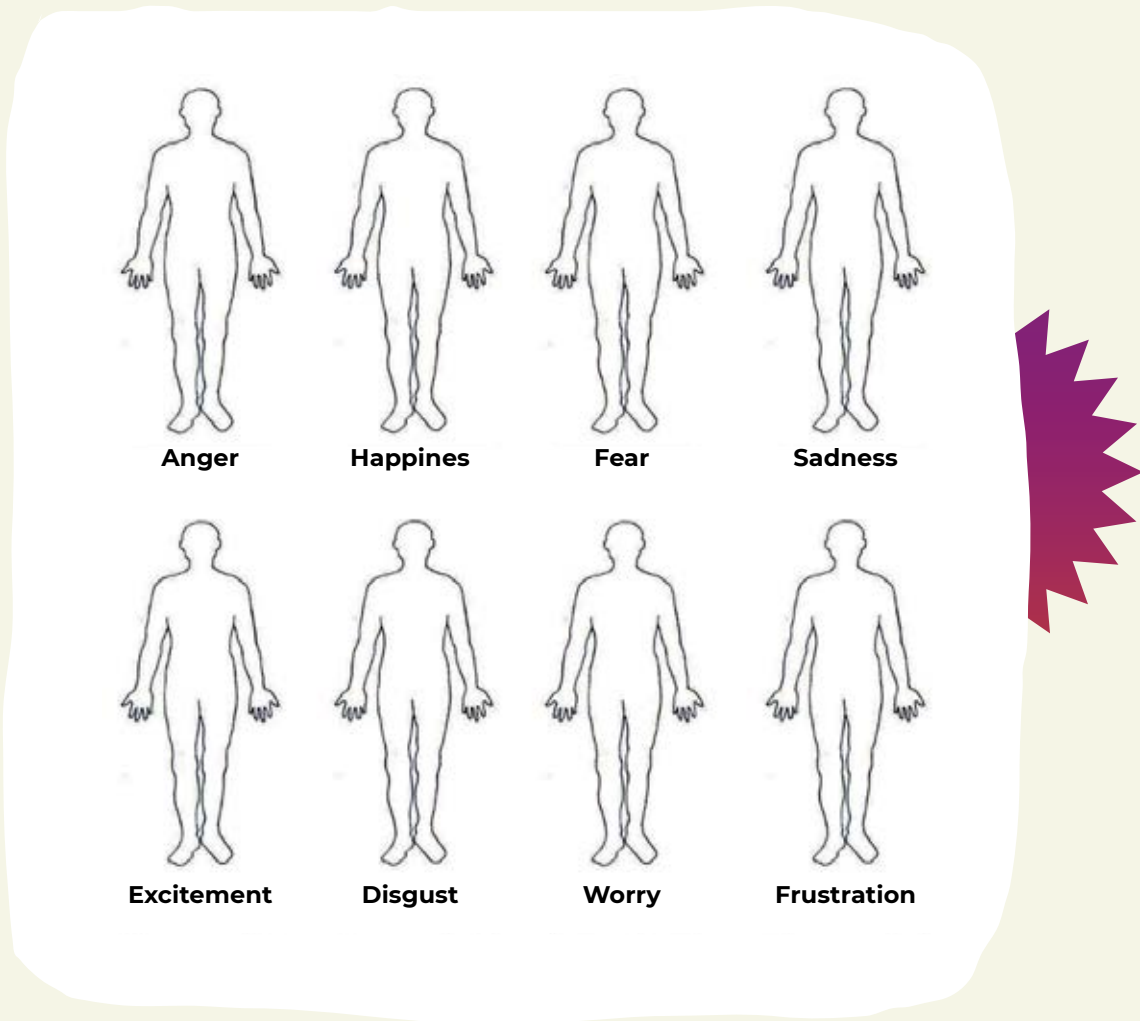
<b>I EXPRESS EASILY</b>	<b>What does this feeling tell you:</b>
	<b>What this feeling can tell others:</b>
<b>I EXPRESS EASILY</b>	<b>What does this feeling tell you:</b>
	<b>What this feeling can tell others:</b>

<b>I HAVE DIFFICULTY EXPRESSING</b>	<b>What does this feeling tell you:</b>
	<b>What this feeling can tell others:</b>
<b>I HAVE DIFFICULTY EXPRESSING</b>	<b>What does this feeling tell you:</b>
	<b>What this feeling can tell others:</b>

It is very important to know our emotions and understand the messages they convey to us. Also, it is important to learn to express emotions, especially when we want to tell others that what they are doing may please us or worry us or scare us. Expressing emotions and talking about how we feel can be an important foundation for building healthy friendships or romantic relationships.

**WORK MATERIAL: EMOTIONS IN THE BODY**

Color the areas of your body where you feel....



**All emotions are normal**, regardless of whether they are unpleasant emotions (such as anger, sadness, worry, fear or shame) or positive emotions (happiness, excitement, infatuation, etc.). Sometimes it can be difficult to identify or accept certain emotions, some may be more intense than others. However, an integral part of growing up and maturing is also learning how to understand your emotions and how to learn to accept them and deal with them in a way that benefits well-being and a sense of satisfaction and happiness.

## INTERESTING CORNER:

### What are academic emotions?<sup>10</sup>

Schooling can be exciting, but also demanding, and different situations and successes at school can lead to different emotions. Research studies show that students can experience many emotions during class, while studying, while taking tests, or while taking oral exams. Relationships with peers and circumstances at school can also lead to the appearance of different emotions. These emotions can be positive or negative and can be intense and frequent. Some of these emotions can be carried over from the classroom to the home and carried over outside the academic environment and into other spheres of life. An example could be success in school or anxiety about grades or e.g. infatuation.

When we talk about educational/academic emotions, four groups of emotions are particularly relevant for students:

1. **Achievement emotions:** relate to achievement activities and to the success and failure resulting from these activities. Examples are enjoyment of learning; hope and pride associated with success; and anxiety and shame about failure. Emotions of achievement are ubiquitous in the academic environment.
2. **Epistemic emotions:** caused by cognitive problems, such as surprise at a new task; curiosity, confusion and frustration at obstacles; and enjoyment when the problem is solved. Epistemic emotions are especially important in learning with new, non-routine tasks.
3. **Thematic emotions:** Thematic emotions refer to the themes presented in the lessons. Examples are empathy with the fate of one of the characters depicted in the novel, anxiety and disgust when dealing with medical problems, or enjoyment of a painting discussed in an art class. Both positive and negative emotions of the topic can stimulate students' interest in the learning material.
4. **Social emotions:** related to teachers and peers in the classroom, such as love, crush, compassion, admiration, contempt, envy, anger, or social anxiety. These emotions are especially important in teacher/student interaction and in group learning.

The experience of a certain situation can be completely different for two people. For example, information that there will be a math or language test in two days can be exciting for one student, but frustrating for another student. It is the same with other circumstances. If you are worried and have a hard time finding

10. International Academy of Education. (2014). Emotions and learning. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000227679>

a solution to a certain problem, the good news is that there are people in your immediate environment who can help you solve your problem and remove or reduce the feeling of worry. Adults who work in schools, and we mean class teachers, school pedagogues and/or school psychologists, possess knowledge and skills that can be very useful in assessing a particular problem and finding the most adequate solution. Sometimes our emotions point us to those who, with their knowledge and skills, can help us overcome more easily and wisely the difficulties we may encounter during schooling and later in life. Why not take advantage of the opportunities available to us? :)

### **CHALLENGE FOR YOU AND YOUR CLASS TEAM**

If your school has an employed psychologist or pedagogue, visit their office and ask them to organize a workshop on emotions and emotional intelligence. Send us a photo from the workshop and a short description of the workshop and your photo and description will be published in the Arena of the Brave and Determined category, which is on the YMI website. Our team will contact you and provide information on the total number of points earned.<sup>12</sup>

### **GENDER NORMS AND EMOTIONS**

Emotions are natural, useful for our mental health and experiences of satisfaction and happiness, and it is very important to recognize, understand and learn to express emotions and adopt strategies for dealing with negative or disturbing emotions. Sometimes we can do it ourselves, and it is very useful to talk to people who are experts and who have the skills to help find the most adequate solution when talking to students.

During the previous workshops on gender norms, you learned about social rules and discussed how certain gender norms can affect boys and girls, in the context of expressing emotions.

**Is it fair that certain gender norms discourage boys from expressing their fears and concerns?**

**YES** or **NO**<sup>13</sup>

- 
11. Do not forget that you need the consent of all workshop participants if you want to photograph them and share those photos!
  12. Total number of points is 25
  13. If you answered YES, write -3 points in the column Task 1. If you answered NO, write 5 excellence points in the same column. It is only natural to feel worried or afraid, and to share your feelings with others. Boys or girls may feel pressure not to show certain emotions because society asks them to do so, but this does not necessarily mean that this pressure is right or justified. Boys, just like girls, are emotional beings, therefore showing emotions is right, except in situations where it puts other people in an unfavorable or unenviable position (violent expression of anger, etc.).

Gender norms have an impact on the attitudes and behavior of young people, and society and the media form an image of what is desirable and what is undesirable behavior when it comes to expressing certain emotions. Young people may feel afraid of the reaction of their peers and hide their concerns about a certain issue, or they may decide to engage in a certain behavior to hide their fear or concern about that same behavior. For example, young people may feel afraid that their refusal to use alcohol will be interpreted by their peers as fear or weakness, which may encourage the use of alcohol or other psychoactive substances. Gender norms can discourage the victim from seeking help in situations where he/she is exposed to violence, which can lead to more complex consequences, especially if the violence continues and the victim does not receive the necessary protection and help. In the workshops conducted within Program Y and Program M, young men cited fear as the most difficult emotion to show, while young women cited anger.

### Self-Assessment: Do you...<sup>14</sup>

Below you will find a self-assessment test. Put a check mark next to each statement that is true for you:

1. I feel sad more often.
2. I don't like hanging out with my friends anymore.
3. I'm more playful when I'm around a lot of people.
4. I sleep a lot more than before.
5. I have a lot of problems with concentration.
6. My grades dropped.
7. I get angry and frustrated easily for no apparent reason.
8. I lost weight.
9. I gained weight.
10. I'm always worried about what others think of me.

14. Taken and adapted from: Raychelle Cassada Lohmann, MS, LPC Julia V. Taylor, MA. (2013). The bullying workbook for teens. An instant help book for teens. Available at: <https://static1.squarespace.com/static/5bb78c47c46f6d2345554082/t/5e41b1cc1be76d232ce95ea4/1581363663252/Teen+bullying.pdf>

- 11. I feel like people are always talking about me.
- 12. I feel lonely.
- 13. I have no one to turn to.
- 14. I cry a lot more than before.
- 15. I have panic attacks.
- 16. I stopped doing the things I used to enjoy.
- 17. I often get tired.
- 18. Sometimes I feel like it would be better if I wasn't there.
- 19. I have a desire to harm myself.
- 20. I tried to harm myself.

**RESULTS:**

If you check marked any of these statements, talk to an adult. If you check marked 18, 19 or 20, seek help right away. No matter what you do, self-harm is not the answer. There is help. Please talk to your school counselor, teacher, coach, parents, or another trusted adult. If you feel that you have no one to talk to, call the **Blue Phone<sup>15</sup> on 080 05 03 05.**

Before moving on to the next level, don't forget to calculate and enter the earned third level excellence points.

**DETECTOR OF EXCELLENCE**

TASK 1	Challenge	Sum of Level 3 Excellence Points

15. You can call the blue phone when you have a problem and need to talk about how you feel and what's bothering you. The people who will contact you will listen to you and try to solve the problem together with you. For more information, see: <https://www.plavitefon.ba/>

# Level 4:

## A live fool or a dead hero



**REFERENCE** Program Y – Innovative Approaches in GBV Prevention and Healthy Lifestyle Promotion for Young Men and Women

**WORKSHOP** A LIVE FOOL OR A DEAD HERO / Page: 86

You have just finished the workshop “A live fool or a dead hero: Male Honor” and discussed the ideas and concept of male honor and how male honor contributes to conflict situations and violence. Gender norms and stereotypical characteristics of masculinity can “amplify” the effects of this social phenomenon, i.e. young men may be encouraged to defend their honor or feel a social pressure in which defending honor is an important proof of being a man. This can further encourage a person to behave aggressively or violently in certain situations or to justify violent actions to “defend honor”.


Some young men try to build a reputation as “dangerous” by making risky decisions, convinced that this will make them perceived by their peers as “more mature”, “grown-up” and “tough”. For some young men, it is a protection mechanism, because they think that because of this, others will tease them less or be less violent towards them. For others, it is a consequence of the need to prove themselves due to other shortcomings they feel, so they try to compensate them in this way. But the truth is that in all the mentioned cases, a person exposes him/herself to risks that can irreversibly affect the health and/or safety of that person, and the problem is thus greater if those risks also include other people (driving while intoxicated, sexually exploiting a person who is under the influence of psychoactive substances, etc.). In some countries, the system of patriarchal honor is present.



**Think and circle the answer: Should a person defend male honor at all costs, even when it means aggressive and violent behavior?**

YES or  NO<sup>16</sup>

Before you start solving the next task, in a larger notebook or on A4 paper, draw the scheme you see below in the picture. In each square, leave enough space for answers, they can go beyond the walls of the provided space. Neatness and aesthetic approach are not important in this case and feel free to add new descriptions and analyses.



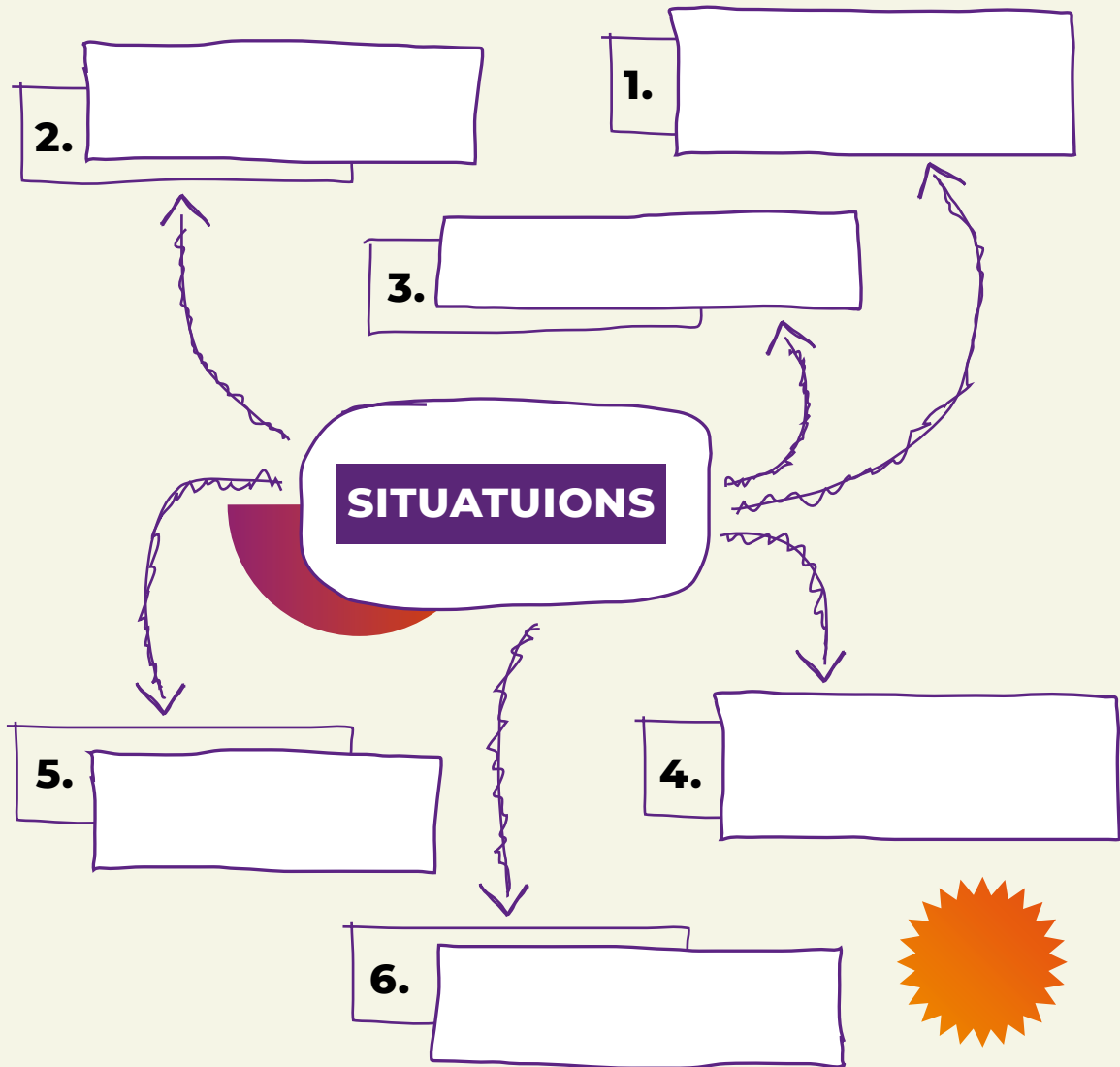
16. If you circled YES, write -3 excellence points in the column Task 1. If you circled NO, write 10 excellence points in the same column. Violence is never a solution and cannot be justified by defending honor.

**PROGRAM Y** | Workbook for high school students





Below, list the most common examples of situations in which young men are called to defend male honor, then list at least two possible consequences of literal adherence to the social expectation (norm) that a person must defend male honor, and list the reasons why this is wrong and what a person can do differently to defend their dignity, without endangering themselves and others.



Now that you have completed the previous task and answered the questions, write 10 excellence points for the result achieved in the Task 2 column. You have just identified the most common situations in which young men are called upon to defend their honor, you have defined the possible consequences and potential strategies for dealing with situations without using violence or aggressive behavior.

## MALE HONOR - MYTH OR REALITY



To perform this activity, you need to open Program Y, which you can access by following the provided link: <https://youngmeninitiative.net/bs/resources-bs/>. On page 87 you will find Resource Sheet A with 6 associated scenarios. For each scenario, answer the questions.

### CASE STUDY AND QUESTIONS:

Should Fabijan agree to Milan's invitation to physically fight after class?

For what reasons should Fabijan not agree to Milan's invitation to have a physical confrontation after class?

What can Fabian do to avoid a physical confrontation?

### ANSWERS

### CASE STUDY AND QUESTIONS:

Why is group behavior risky?

What can individuals in the group do to prevent or stop conflict?

Why should they do it?  
Does a physical confrontation in a cafe/bar contribute to the defense of dignity?

What is the difference between honor and dignity?

Who can help stop a physical confrontation in a bar?

What can bystanders do to stop the violence?

### ANSWERS

### CASE STUDY AND QUESTIONS:

Did Amel do the right thing?

What could Amel have done differently to avoid a physical confrontation?

Describe the ending of the story in a way that shows a non-violent solution to the situation:

### ANSWERS

### **CASE STUDY AND QUESTIONS:**

Are traffic conflicts common in your city?

Why is that wrong?

What can Srđan do to avoid a conflict situation?

Describe the positive ending of the story.

### **ANSWERS**

### **CASE STUDY AND QUESTIONS:**

Boys and girls belonging to the Roma nationality are often exposed to stigma and discrimination based on their nationality. Research the social circumstances in which young people from Roma communities grow up and describe the ways in which a group can be inclusive towards young people from Roma communities and how this positively affects the whole society. We are interested in your opinion and invite you to send us your answer to [workbook@future4youth.net](mailto:workbook@future4youth.net).

### **ANSWERS**

## **MALE HONOR, THINKING OUTSIDE THE BOX**

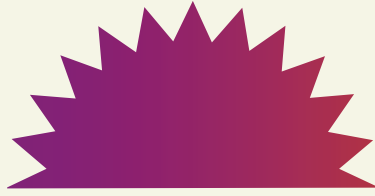
### **Write to us!**

The concept of male honor can be harmful and encourage various forms of risky and violent behavior. Look at the case studies in Program Y (page 87) and write to us the ways in which you think the given situations should be resolved, without involving violence or aggressive behavior. Finally, write us your opinion on how male honor encourages risky behavior, burdens young men and negatively affects the people around them. We will publish your answers on the official accounts of the closest Be a Man - Youth Club. Stay with us and follow our posts. Your letter will find its way to other followers. At the end, write down the results of the first and second tasks, calculate the total score and don't forget to write the sum in the Success Diary.

### **DETECTOR OF EXCELLENCE**

<b>TASK 1</b>	<b>TASK 2</b>	<b>Sum of Level 4 Excellence Points</b>

# Level 5:



## Understanding the cycle of violence




**REFERENCE** Program Y – Innovative Approaches in GBV Prevention and Healthy Lifestyle Promotion for Young Men and Women

**WORKSHOP** UNDERSTANDING THE CYCLE OF VIOLENCE / Page: 89

In the workshop “Understanding the Cycle of Violence”, you learned about the different forms of violence that appear in the different relationships we establish and have with others. People can be exposed to violence at school, in the neighborhood where they live, in the family, on social networks, at training or in other places, and the perpetrators can be close and not so close people, known and unknown people. A person can be exposed to violence directly as \_\_\_\_\_ or indirectly as \_\_\_\_\_.<sup>17</sup>



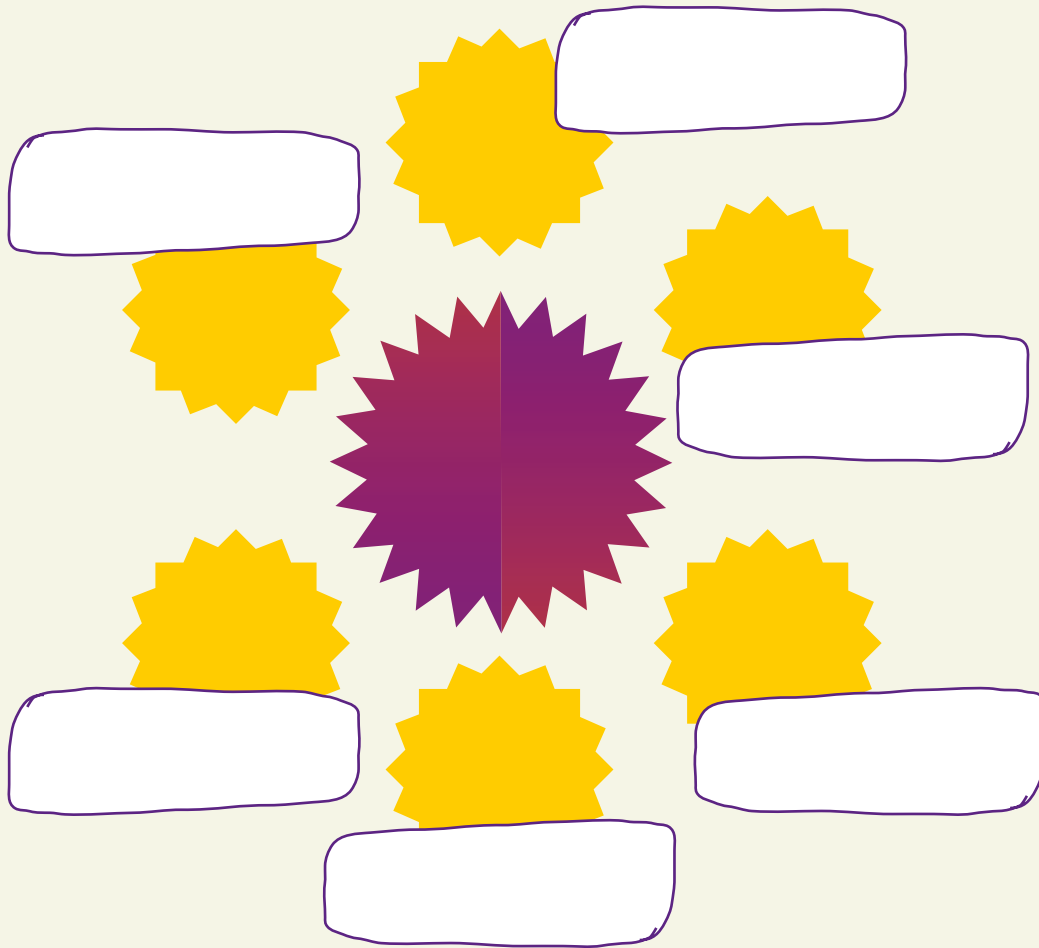
### Types of relationships

Think about the relationships you have with others (think about your peers too). You have family relationships with your family, and friendly relationships with your best friends. There are also people who are acquaintances, people you meet but don't know, also those with whom you have or want to have a romantic relationship, etc. Below, list 6 types of relationships you have with the people around you. Write your name or glue your picture in the central circle. In the connected circles, write the name of the type of relationship (e.g. family relationships, friendly relationships, etc.) that you have identified. 

Now think about each type of relationship and give examples of violence that occurs in those types of relationships. In this part of the activity, we do not ask you to think about the relationships you have with others, but rather to analyze these relationships in general in the context of potential risks for the occurrence of violence in this type of relationship. For example, in the family, a young person can be exposed as a witness to violence or directly as a victim of abuse, emotional violence, physical violence, etc. Think about each individual type of relationship and identify the forms of violence you discussed during the workshop. Expand the list of types of violence if you find some that you did not discuss in the workshop. Write your answers in the rectangles around the circles with the relationship names.



17. If you answered VICTIM and WITNESS, enter 15 points in the Task 1 column. If you had one correct answer, enter 10 excellence points in the same column. If you did not have the correct answer, write 0 points in the corresponding field.



**Get involved: Research** for each type of relationship what are the most common forms of violence that people are exposed to within those relationships. For example, what are the most common forms of domestic violence, what are the most common forms of peer violence. Also, research who are the most frequent perpetrators and who are the most frequent victims. Research statistical data on the prevalence of violence in the country.

**Get started:** If you are a member of the Be a Man club or not, but you want to influence the awareness of your peers and society about violence and the consequences that violence leaves on the victim, you can do it by conducting a social awareness campaign. You may need the support of others to conduct the campaign, so be open to assembling a team to create and implement the campaign. It can be two or more students, and the number depends on the complexity of planning and implementing the campaign. See the YMI/resources website for materials that offer information on the steps involved in planning, organizing, and implementing a campaign. No great resources are needed when we have a good idea and an even better intention. With a little creativity, big changes can be achieved. Come up with a campaign concept and send it to [workbook@future4youth.net](mailto:workbook@future4youth.net) and you may secure technical or financial support for the implementation of your campaign.

## **Cycle of violence**

All violence is harmful, and repeated violence can leave far more complex and long-lasting consequences on the health and well-being of the person who is exposed to that violence. Violence can negatively and permanently affect the physical and mental health and well-being of the exposed person.

Therefore, it is extremely important to break the cycle of violence to which a person is exposed as soon as possible and to provide them with adequate help in order to recover as quickly and as efficiently as possible.

**What are the key elements of the cycle of violence? (write your answers)**

**1.**

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**2.**

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**3.**

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**4.**

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**5.**

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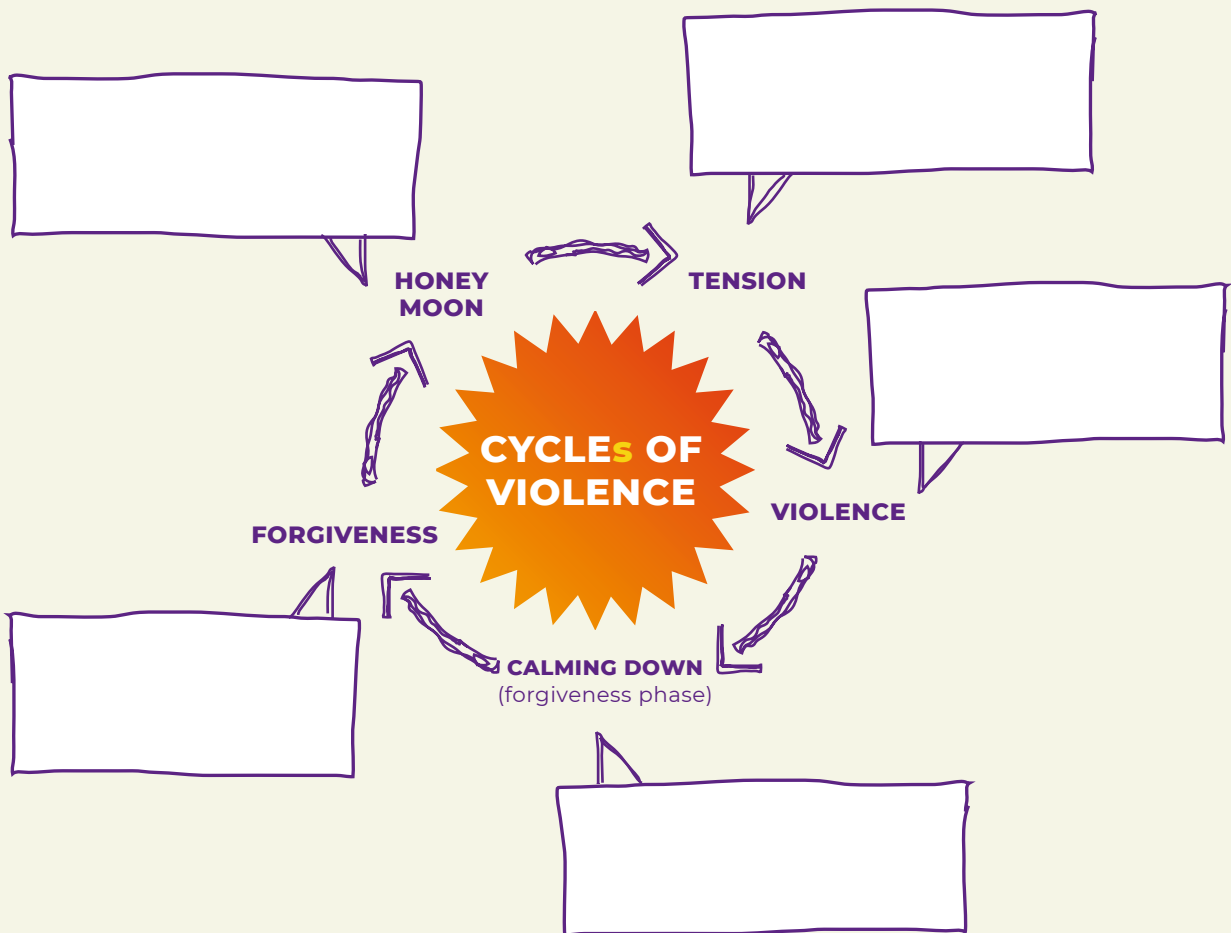
Answer<sup>18</sup>

18. If you had 5 correct answers, enter 15 points in the column Task 2. If you had 3 or four correct answers, enter 10, i.e. 5 points if you had one or two correct answers. If you did not have the correct answer, write 0 in the column Task 2.

## What is the cycle of violence?

Below you will find a circle with the stages of the cycle of violence, which you discussed during the workshop. If you did not attend the workshop, research the available materials on this topic as part of the preparation for the next activity.

Describe each of the stages in the corresponding space:



**Have you experienced a cycle of violence in any of your relationships?** If so, describe the behaviors you saw during each stage. Or think about a situation from a movie, book or other case and describe examples of behavior for each stage of the cycle of violence.

**1. Honeymoon phase (this is how the relationship begins):**  
\_\_\_\_\_

**2. Tension development phase:**  
\_\_\_\_\_

**3. Violence:**  
\_\_\_\_\_

**4. Calming down:**  
\_\_\_\_\_

**5. Forgiveness:**  
\_\_\_\_\_

**6. Honeymoon:**  
\_\_\_\_\_

Do not forget to enter the result

**DETECTOR OF EXCELLENCE**

<b>TASK 1</b>	<b>Task 2</b>	<b>Sum of Level 5 Excellence Points</b>



# Level 6:



## Labeling



**REFERENCE** Program Y – Innovative Approaches in GBV Prevention and Healthy Lifestyle Promotion for Young Men and Women

**WORKSHOP** LABELING / Page: 92

Labeling is violence! Research among high school-aged youth shows that name-calling, stereotyping, and labeling are frequent forms of violent behavior among this population. These are three completely different behaviors that we will explore further in this activity.

**Before we start with the activities, we want you to do a little test:**

**1. What is labeling?** Write the answer:

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**2. What are stereotypes?** Write the answer:

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**3. Have you labelled anyone in the last 6 months?**

Yes  No

**4. Are labeling and stereotyping related?**

Yes  No

**5. Is labeling a form of verbal violence?**

Yes  No

**6. Can labeling be harmful and dangerous to the person exposed?**

Yes  No

If you answered YES to questions 4, 5 and 6, enter 15 points. If you had two YES, enter 10 points, and if you had one YES, enter 5 points.

In the workshop "Labeling", you talked about the different types of labels that people assign to others, and through the workshop activities, you also talked about the feelings that arise in situations when you label others or when others label you. Labeling can be understood as assigning a label to another person, that is, placing a person in a certain category. Labeling can be very negative and harmful because, like other forms of verbal violence, labeling has a negative effect on the feelings of the person exposed to it. If it is about repeated violence and if the person does not receive timely support, labeling can have long-term consequences on the mental and physical health of the person who is exposed to it.

### **Know the labeling<sup>19</sup>**

Watch the short film "Labelled", which you can find at the following link: <https://vimeo.com/211701932>. Then answer the following questions:

**How does labeling objects differ from labeling people?**

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**In what ways can labeling affect relationships with others and cause conflicts?**

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**What is self-labeling?**

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**Why is it important to prevent labeling?**

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19. Humainologie. (2019). Labels and Stereotypes. A Curricular Toolkit for students in grades 9 through 12. Available at: <http://www.humainologie.com/wp-content/uploads/2018/07/Labels-Stereotypes-Curriculum-Toolkit-Web.pdf#%5B%7B%22num%22%3A115%2C%22gen%22%3A0%7D%2C%7B%22name%22%3A%22FitR%22%7D%2C-429%2C-27%2C1041%2C799%5D>

### Our answers to the above questions:

#### Q: How does labeling objects differ from labeling people?

A: Labeling is a way to name and organize things and to make sense of the world through language and categorization. 'Things' are generally not conscious, sentient, or dynamic; while humans are conscious, have emotions and feelings, and are constantly changing. Therefore, people can become aware of their labels, can be emotionally and/or psychologically affected by labels, and are difficult to truly define with static labels, since human nature is complex and ever-changing. Labeling people can lead to stereotypes - generalizations of a group of people (e.g., boys are naughty, all girls are gentle and withdrawn).

Stereotypes can lead to discrimination, hatred, violence and hate crimes  
Labels and stereotypes, when applied to people, can have harmful consequences, affecting us individually, in our relationships, communities and society as a whole.

#### Q: In what ways can labeling affect relationships with others and cause conflicts?

A: In the film, labels created tension and negative emotions in all four relationships

- › People can feel defined, judged and confined by labels
- › Labels are often based on limited information and misconceptions
- › In a relationship, the way others see and label us can affect the way we see and label ourselves
- › Sometimes the labels we put on others may be the labels we hold ourselves but haven't reconciled with them or accepted them within ourselves
- › When we put a label on another person, we can begin to view all of that person's behaviors through the lens of that label
- › The labels we apply to others in a relationship can reinforce relationship dynamics that make it difficult to overcome past conflicts or connect with each other in different, new, or healthier ways
- › Friends and father and daughter managed to reconcile by removing some harmful labels; the friends took off their shirts as if to let go of the limitations and damage caused by all their labels
- › Relationships between the couple and their colleagues are broken

#### Q: What is self-labeling?

A: Self-labeling is putting a label on yourself – we can do it consciously or unconsciously

- › Self-labels are applied in the film (e.g. Old Lady and Failure - colleagues; Nerd - father/daughter; Useless, insufficient and Wounded - couple)
- › Self-labeling can define a person's sense of success or failure and can diminish or improve their self-esteem
- › Self-labeling can give us a sense of our own identity or make us feel like we know who we are – but are these labels an accurate representation of who we really are?
- › Negative self-labels can make us feel like we can't change or be different, that we are forever stuck on a certain path

- › Positive self-labels can lead to an obligation to maintain a positive label at all costs, in order to prevent feelings of failure in ourselves and/or others
- › Self-labels are often associated with the beliefs we have about ourselves and the stories we tell ourselves about our lives and who we are. These labels, beliefs and stories can cause us to react to certain situations in dysfunctional ways and can serve to limit our true potential.

### Q: Why is it important to prevent labeling?

A: Because the moment labels negatively affect others, it is our collective responsibility to interrupt and stop it. Aware of the harmful consequences that labeling can have on a person, we are determined to say no to labeling. What about you and your peers in your class? Talk to several peers and write down the answers. Here are some questions for discussion?

- › Do you agree that labeling is a behavior that should be eliminated from our classroom?
- › Why is it important to do this?
- › What will the class look like without labeling?
- › Can we transfer the rules from the class level outside, in real and virtual space?
- › What can we do to eliminate labeling from the classroom?
- › Do we all agree that we will do everything to make labeling disappear from our class?

**Congratulations.** You have just learned more about labeling as a form of verbal abuse. Enter 10 points in the second task of this level!

The next task can be just as interesting and useful. Through a series of related activities, we will ask you to explore what services are available to young people who are exposed to violence. Violence is dangerous, harmful and can have lifelong consequences, so advice or information about available services can be an important factor in seeking and getting the protection and help you need.

### SOS Support

You are employed at a support center for people exposed to violence. You have received an email from a second-grade high school student, which can be found below. The automated response informed the sender that they would receive a response within the next 24 hours. Your task is to read the email message, research this topic and offer an answer and advice that you think can be helpful to the person who turned to you for help. Write your answer in the space provided below, and we invite you to write your answer and send it via email to the following address: [workbook@future4youth.net](mailto:workbook@future4youth.net)

Your answer, i.e. your letter of support and advice will be available and presented on the Young Men Initiative website and social networks of local and regional Be a Man Clubs. Follow the local and regional Be a Man Club and stay up to date with the latest posts, including your letter.

**LETTER:**

*Good afternoon,*

*I'm Dean and I'm a second-year student at the High School of Medicine. For the past few months, my classmates have been calling me a girl every day and have even given me a girl's name. Sometimes it's because I'm polite, sometimes because I don't like playing football, and sometimes because I don't react to the labels they give me. The other students in the class laugh or pretend they don't see anything and every day when I have to go to school, it turns into a terrible experience of questioning whether and how badly they will still tease and humiliate me today. I told my homeroom teacher, but she concluded that it was all just a joke, but it's not a joke when it keeps happening at my expense and when it makes me feel very ugly. The last few days I don't want to go to school and I like it less and less. I haven't talked to my parents, I'm afraid they will react the same as the homeroom teacher. And maybe it's not that dangerous, maybe I can put up with it. After all, they didn't hit me.*

*Please give me some advice. I really wish this would all go away!*

*Respectfully,  
Dean Milis*

**Instructions for the preparation of the response:**

- ◆ Check the prevalence of this type of violence among children and young people in your city, place or country
- ◆ Think about the most common labels people use in your city and write them down.
- ◆ Explore why people label others
- ◆ Explore whether labeling is a form of violence and check your school's position on what labeling is and why it is not allowed

- ◆ Who are the persons who are experts and who are in charge of providing support in cases where a person is exposed to violence?
- ◆ Explore why it is important to talk to parents in situations where a person is exposed to violence.
- ◆ Check what are the most common consequences of labeling
- ◆ What are the best labeling prevention strategies

**When you have collected all the information, compose your response and write it in the space provided below in the text.**

**From:** [SOSTim@etiketiranjejenasilje.org](mailto:SOSTim@etiketiranjejenasilje.org)

**To:** [deanmilis@wonderfulworld.org](mailto:deanmilis@wonderfulworld.org)

**Subject:** Re: Please help me

*Dear Dean,*

*Hoping to solve your problem together, sincerely yours,*

---

If you sent your letter to the suggested address, give yourself 10 points. Follow the BMK news and if the BMK team publishes your letter, instead of 10, enter 30 points in the excellence detector (task 2).

## Final test

Now that we have come to the end of this activity, we want you to take a final test. It is the same as the one at the beginning of the activity, but this time we want you to compare the answers before and after the activity and note the differences. If there are none, it doesn't matter, the old saying says: Repetition is the mother of knowledge (lat. Repetitio mater studiorum est).

**1. What is labeling?** Write the answer:

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---

**2. What are stereotypes?** Write the answer:

---

---

**3. Have you labelled anyone in the last 6 months?**

Yes  No

**4. Are labeling and stereotyping related?**

Yes  No

**5. Is labeling a form of verbal violence?**

Yes  No

**6. Can labeling be harmful and dangerous to the person exposed?**

Yes  No

**Reminder:** If you want, don't forget to send your answer to the email address: [workbook@future4youth.net](mailto:workbook@future4youth.net)

Not only will you connect with a large number of peers throughout the region in this way, but interesting surprises await you, such as invitations to the activities of the nearest Be a Man Club, information about local and regional opportunities and activities, and other exciting opportunities and possibilities. Considering the collected information and acquired knowledge, add 10 excellence points to yourself. Don't forget to enter the results of each task and enter the sum in the Success Diary.

### **DETECTOR OF EXCELLENCE**

TASK 1	TASK 2	TASK 3	TASK 4	Sum of Level 6 Excellence Points

# Level 7:



## Power and relationships

### REFERENCE

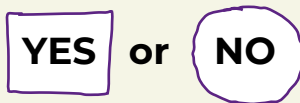
Program Y – Innovative Approaches in GBV Prevention and Healthy Lifestyle Promotion for Young Men and Women

### WORKSHOP

POWER AND RELATIONSHIPS / Page: 97

There are different types of power, and thus inequalities based on equal or unequal power balance. In the workshop “Power and relationships”, you analyzed different types of relationships and came to the conclusion “that there are many different types of relationships in which one person can have more power over another person”. Such inequality leads to the disadvantageous position of the person with less power and the privileged position of the person with more power.

### Do you think unequal power balance in romantic relationships is OK?



Look at the result!<sup>20</sup>

Abuse of power is not allowed and is often classified as a criminal offense, but in some cases it has the character of violence, manipulation, mobbing or leading, forcing or influencing a person's decision to enter into sexual relations.

### TYPES OF POWER<sup>21</sup>



There are different types of power and below you can find descriptions and examples of different types of power. The examples and descriptions provided will be useful for solving the next task, so read them carefully.

20. Results: Yes (0 points) No (3 points)

21. NSW Department of Education. (2020). PDHPE Stage 5: Child Protection Education Resources. The impact of power and identity on relationships. Available at: <https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/media/documents/pdhpe-cpe-s5-power-re-sources.pdf>



Type	Description	Examples
<b>Gender inequality</b>	Power defined by unequal gender roles	<ul style="list-style-type: none"> <li>› a person decides on behalf of another person</li> <li>› a person controls the behavior of another person</li> </ul>
<b>Information</b>	Power through knowledge of things	<ul style="list-style-type: none"> <li>› knowledge of unfair practice complaint procedures</li> <li>› retention of login data for joint bank accounts</li> </ul>
<b>Charisma</b>	Power through attraction	<ul style="list-style-type: none"> <li>› using fame to advocate for marginalized groups</li> <li>› an influencer on social networks who promotes an unhealthy product</li> </ul>
<b>Expertise</b>	Power through knowledge, understanding, skills or experience in a particular field.	<ul style="list-style-type: none"> <li>› be able to use first aid in emergency cases</li> <li>› a tech guru who doesn't help someone access technology</li> </ul>
<b>Position</b>	Power through authority or status.	<ul style="list-style-type: none"> <li>› as prime minister</li> <li>› as president of the school student council</li> </ul>
<b>Award</b>	Power through the ability to reward others.	<ul style="list-style-type: none"> <li>› persons responsible for selecting teams or performance members</li> <li>› teachers award special prizes</li> </ul>
<b>Connections</b>	Power through knowing someone who has another kind of power.	<ul style="list-style-type: none"> <li>› being best friend with a 'gold medal' athlete</li> <li>› being a family friend with someone who is an expert in the field you want to get involved with</li> </ul>
<b>Strength</b>	Power through emotional or physical strength	<ul style="list-style-type: none"> <li>› being an older child in a family with small children</li> <li>› ability to manage your own feelings and to seek support from others when it can help you</li> </ul>
<b>Tradition</b>	Power through social customs.	<ul style="list-style-type: none"> <li>› as a village elder</li> <li>› being on the jury and having to keep the discussion confidential</li> </ul>

## **Fair or not**

Below you will find several scenarios, and your task is to determine whether or not it is an abuse of power and what kind of power it is in each individual case. First, write the answer of what kind of power it is in the empty TYPE OF POWER space, and then circle one of the two answers offered:

› **Yes**, it is about the fair use of power.

› **No**, it's not fair. It is an abuse of power.

Scenario	Type of power	Fair or not
1 A famous athlete's best friend asks him to help secure him a better seat at a game		Yes No
2 A person uses his/her hacking skills to uncover a network of cyber fraudsters who use social media for fraud		Yes No
3 A person uses his/her acquaintance with doctors to secure emergency medical assistance after a car accident		Yes No
4 The company director uses rewards to motivate workers. Every month, the best worker gets a reward in the form of two days off.		Yes No
5 The husband does not want to do housework or take care of the children and justifies this by the tradition that these are women's jobs		Yes No
6 The young man does not allow the girl to maintain friendly relations with friends from school, justifying it with the attitude that men and women cannot be friends		Yes No
7 The president of the parents' council initiates the collection of funds for students who do not have enough money to go on an excursion		Yes No
8 A victim of violence decides to seek the help of a school psychologist and pedagogue		Yes No
See results at: <a href="http://youngmeninitiative.net/en/">http://youngmeninitiative.net/en/</a> and write in the appropriate table cell.	<b>Result:</b>	

Don't forget to enter the result in the Excellence Detector (task 2).

## Is it true love?<sup>22</sup>

Like all other relationships, healthy romantic relationships are easy to identify based on characteristics that are specific to people who are committed to equality and equity in relationships. Check your knowledge and using the offered words, choose which words belong to which list:

**Responsibility**

**Hard work**

**Childcare**

**Jealousy**

**Violence**

**Accepting a different opinion**

**Sharing**

**Caring for a partner**

**Pain**

**Obsession**

**Sexual relations**

**Selfishness**

**Get pregnant**

**Planning pregnancy**

**Manipulation**

**Fear**

**Closeness**

**Vulnerability**

**Respect**

**Recognizing differences**

**Joint choice of a contraceptive method**

**Openness**

**Addiction**

**Honesty**

**Strong feelings**

**Communication**

**Friendship**

**Control of another person, with whom he/she socializes and communicates**

## LIST 1 / THIS IS LOVE

## LIST 2 / THIS IS NOT LOVE

### RESULTS:

**This is love:** Responsibility; Openness; Honesty, Closeness; Respect; Strong feelings; Childcare; Caring for a partner; Communication; Hard work; Sexual relations; Accepting a different opinion; Get pregnant; Recognizing differences; Friendship; Sharing; Joint choice of a contraceptive method; Planning pregnancy;

**This is not love:** Manipulation; Pain; Fear; Addiction; Obsession; Vulnerability; Violence; Jealousy; Selfishness; Control of another person, with whom he/she socializes and communicates

### EXCELLENCE POINTS:

**All correct answers:** 10 excellence points

**Four or fewer incorrect answers:** 5 excellence points

**Five or more incorrect answers:** 2 excellence points

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22. Splitz Support Service. Talk: Exploring healthy relationships. A Resource Pack for 14- to 16-year-olds. Available at: [https://www.middevon.gov.uk/media/349323/02\\_splitz-literature-secondary-talk.pdf](https://www.middevon.gov.uk/media/349323/02_splitz-literature-secondary-talk.pdf)

## ANNA'S STORY<sup>23</sup>

Read Ana's story carefully and answer the questions below. If at any moment you feel uncomfortable with the scenario, feel free to stop the activity and move on to the next one.

Ana is 16 years old and goes to a well-known local high school. She is very self-conscious about her appearance and lacks confidence. Ana admires a group of "hot" girls from school from afar and wants her parents to let her dye her hair like theirs, she even hears them talking about their beauty expert in class!! She is connected with them on social media and sees the flood of amazing selfies they post all the time.

A few weeks ago, Ana and her family went to a family wedding. She specially arranged her hair and chose a new dress that she liked. Ana took a selfie and posted it on social networks. One of the girls in the group wrote a mean comment on the way Ana looks, tagged her friends and shared the picture.

Ana sat and read all the horrible comments people were making about her, and since the girls had so many connections on social media, there were a lot of them! She feels so embarrassed and doesn't know how she will face them at school.

### Think and write the answers:

- ◆ Are situations like this common in your environment?
- ◆ What type of power is being abused in the scenario? Where did the abuse occur?
- ◆ How is power abused in the scenario?
- ◆ What aspect of the person's identity made them vulnerable?
- ◆ How did the abuse of power prevent the person from feeling included, equal and/or respected?
- ◆ Who are the people Ana can turn to for help?

### DETECTOR OF EXCELLENCE

TASK 1	TASK 2	TASK 3	TASK 4	Sum of Level 7 Excellence Points

# Level 8:

## Aggressive, passive or assertive

**REFERENCE** Program Y – Innovative Approaches in GBV Prevention and Healthy Lifestyle Promotion for Young Men and Women

**WORKSHOP** AGGRESSIVE, PASSIVE OR ASSERTIVE / Page: 108

During the workshop **Aggressive, Passive or Assertive**, you learned about different styles of communication, and what are the advantages of assertive communication. You have learned that an assertive person expresses his/her opinion clearly and calmly, with confidence. Assertiveness is a key part of effective communication that allows you to be heard by others without being: \_\_\_\_\_ . This means that you communicate freely, honestly and directly while at the same time respecting and appreciating others.<sup>24</sup>

Assertiveness is a skill and sometimes requires preparation. If you want to draw attention to something that worries you or simply say "no" to something you don't want to participate in, you should do it, and below you will find recommendations that can help you do it in the best possible way.

### Recommendation 1: Listen to your feelings

It is very important that your decisions are in accordance with your feelings and that you make them by listening to the inner voice that tells you what is right for you and what is potentially risky or harmful. If something scares or worries you, it is perfectly OK to feel that way, and it is equally important to be aware of why our body sends us such signals. Fear and anxiety are often a message from our body that a certain behavior or situation may be risky for us or the people around us.

### Recommendation 2: Respect yourself

You, your needs, desires, feelings and rights are just as important as anyone else's. It is completely right to think from the point of view of your own rights or feelings and say what you want or feel, while appreciating and respecting others.

23. Taken and adapted: State of New South Wales (Department of Education). (2020). PDHPE Stage 5: Child Protection Education Resources. The impact of power and identity on relationships

24. Check the answer at the end of the level.

### **Recommendation 3: Plan what, how and when you will say**

It is important to be aware of your wants and needs and know how to choose the way you can express them, before starting a conversation. Maybe it will be more comfortable for you to do it face to face or maybe in the company of another friend or you want to communicate it in a specific place. Think about the words or specific sentences you want to use and prepare. Maybe you need to research a topic that worries you. It is useful to gather arguments that will give you more confidence and facts on which you base your claim or position.

### **Recommendation 4: Calmly express your thoughts and feelings**

We are all responsible for the way we express our feelings, and in the context of assertiveness, it is important that the way we do it does not endanger others. Assertiveness implies expressing what we feel and think in a calm and matter-of-fact manner. Start the sentence with: "I feel..."

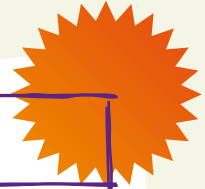
### **Recommendation 5: Say NO when you need to**

In certain situations, different feelings about what you WANT and what you think you SHOULD say can get mixed up. Why can it be confusing? Sometimes we say YES because we think others want it, but the real question is, do you want it? It is not your responsibility nor need to constantly worry about making others happy, especially not when your own concerns or wishes are ignored in that regard. When you need to say NO, simply say NO, and do it clearly, without lying about the reason. Offer to help find another solution to the situation.

## **Characteristics of assertive communication:**

We need your help below! We didn't have enough time to finish the table, but you can help us with that. We managed to enter the names of the key characteristics of assertive communication, and we will ask you to research and describe each of the mentioned characteristics on the right side. This will help you later in solving the next tasks, and we are sure, it will help you to better understand and adopt assertiveness techniques.





CHARACTERISTICS	DESCRIPTION
Non-judgmental and non-threatening language	
Intonation	
Being specific	
Using facts	
Speaking at the right moment	
Using a positive communication style	
Without criticizing someone and others	
Attitude	
Eye contact	

Where to find information: You can find information to solve the above task in manuals and materials that deal with communication and communication skills. You can also look for information on websites, online articles, webinars, and other online resources that cover this area.

**We offer several resources below:**

- › <https://positivepsychology.com/assertive-communication/#characteristics>
- › <https://kidshealth.org/en/teens/assertive.html>
- › [https://www.healthywa.wa.gov.au/Articles/A\\_E/Assertive-communication](https://www.healthywa.wa.gov.au/Articles/A_E/Assertive-communication)
- › <https://thepeakcounselinggroup.org/5-characteristics-of-an-assertive-person/>
- › <https://www.coursera.org/articles/assertive-communication>
- › <https://www.psychologytools.com/resource/assertive-communication/>
- › <https://www.mayoclinic.org/healthy-lifestyle/stress-management/in-depth/assertive/art-20044644>
- › <https://students.usask.ca/documents/counselling/assertive-communication.pdf>



## Examples of assertive communication:

Below you can read several examples of assertive communication. Try to find the key elements of assertive communication in each of the examples offered. Two examples are offered that do not belong to this type of communication because they contain characteristics of aggressive or violent behavior.

*I can't go out with you tonight, I studied and prepared for the exam for three days. I'm exhausted and need a rest.*

*I understand that you like to play games and that you really like the one you are playing, but I also like to play and I would like it if we could find one that we can play together.*

*Don't call me tonight, I have to study and I really don't want anyone to interrupt my studies. If you're boring as usual and call me, I won't answer!*

*I understand that you are afraid because it is the first time for both of us, but if you really love me, you will agree to sleep tonight. If you say no again, I think it's best that we go our separate ways.*

### **TASK:**

The task consists of four scenarios. For each individual scenario, write an assertive answer, and then, using the additional instructions, analyze your answers and correct as necessary.

**Scenario 1:** You are at a party and your friend urges you to drink alcohol, even though you told him a few days ago that you would come to the party but not stay long.

Your answer:

---

**Scenario 2:** You are sitting with friends in a restaurant and you ordered a sandwich without ketchup, but they put it in the sandwich by mistake.

Your answer:

---



**Scenario 3:** You are in the supermarket and it is very hot. You waited almost 10 minutes for your turn and the moment you got your turn, the young man across the line jumps in front and puts his items on the cash register.

Your answer:

---

**Scenario 4:** A friend has asked you to lend her a jacket for a night out. You don't like to ask for other people's things or to share your things.

Your answer:

---

### **ANALYZE YOUR ANSWERS:**

Look at the "**Characteristics of Assertive Communication**" section and check each individual sentence you wrote against each individual scenario. Analyze the sentences and check whether they are consistent with the listed characteristics. If you notice certain discrepancies, correct your answer as necessary. Since you have gained new knowledge and skills, add 10 Excellence Points to your total sum for this level. Assertive communication is a communication skill, and skills can be practiced. Try saying that response in front of a mirror and watch and listen to your non-verbal cues. They are also a very important, if not crucial, part of communicating with others. Say your sentences following the tone that can significantly affect the context of what we say. Pay attention to facial expressions and body movements, they all play an important role in communication. Albert Mehrabian, a body language researcher, was the first to break down the components of face-to-face conversation. He discovered that communication is 55% non-verbal, 38% vocal, and only 7% of what we say is words. Therefore, it can be useful to use a mirror to analyze your own non-verbal communication and practice more effective use of non-verbal signs in everyday communication.

### **Answer:**

If you answered "aggressive or passive", write yourself 5 excellence points. If you answered differently, subtract one point from the total number of points. But don't be sad because we will ask you the same question again and you can regain the missed points. We also ask you to be honest in the sum of your points, knowledge is priceless, so it is redundant to say what kind of points you are collecting if you are faking your own results.

### **DETECTOR OF EXCELLENCE**

<b>TASK 1</b>	<b>TASK 2</b>	<b>Sum of Level 8 Excellence Points</b>

# Level 9:



## Breaking the silence and getting help



**REFERENCE** Program Y – Innovative Approaches in GBV Prevention and Healthy Lifestyle Promotion for Young Men and Women

**WORKSHOP** BREAKING THE SILENCE AND GETTING HELP / Page: 113

In the workshop “Breaking the silence and getting help”, you analyzed the situations in which people exposed to violence (victims and witnesses of violence) can seek help, as well as the frequent reasons why people decide not to seek help. Whether it is a woman who is exposed to violence in the family or a student who is a victim of violence at school, it is very important that persons exposed to violence receive quick and quality help and support, which includes stopping the violence to which the person is exposed and providing medical and other support for a person who is exposed to a certain form of violence. Timely help and support can be an important factor in preventing more serious complications that may arise as a result of the lack of support and help.



**Think and circle: Can gender norms discourage getting help?**

YES<sup>25</sup> or  NO

**Gender norms can directly or indirectly influence the decision to seek and use available support and assistance.** If society idealizes courage and the feeling that young men or women of a certain age should solve the problems they face alone and without the help of others, this social norm and stereotype can discourage young people from asking for help. Also, in societies where sexuality is a taboo subject that is not traditionally discussed (schools, families and society), girls and boys who have survived sexual abuse or harassment may be discouraged from speaking openly about the violence they have experienced and thus not seek help which they need.

**Write, think and find a solution:**

What can influence a person not to seek help or support? List 5 reasons (influencing factors) why a person may decide not to seek help. Next to each reason, list the consequences of not seeking help and the positive outcomes of seeking help.



25. If you answered YES, enter 5 points, and if you answered NO, enter 0 and continue.

Factors that can influence a person not to seek help	Consequences of not seeking help	Positive outcomes of seeking help

**YMI Challenge:** Now that you have completed the previous table, talk to at least 5 peers about the reasons why young people do not seek help when they need it, discuss the consequences of not seeking help and the positive outcomes of seeking help, and convey to us their reactions and answers. We have one more task! Finally, ask them what they think needs to be done to encourage young people to seek help when they need it. Contact us by e-mail [workbook@future4youth.net](mailto:workbook@future4youth.net) by sending a photo of the completed table and a short description of your observations in relation to the conversation with your peers. Did you receive a reply from our team with information about the number of points won!? Write them in the corresponding column.

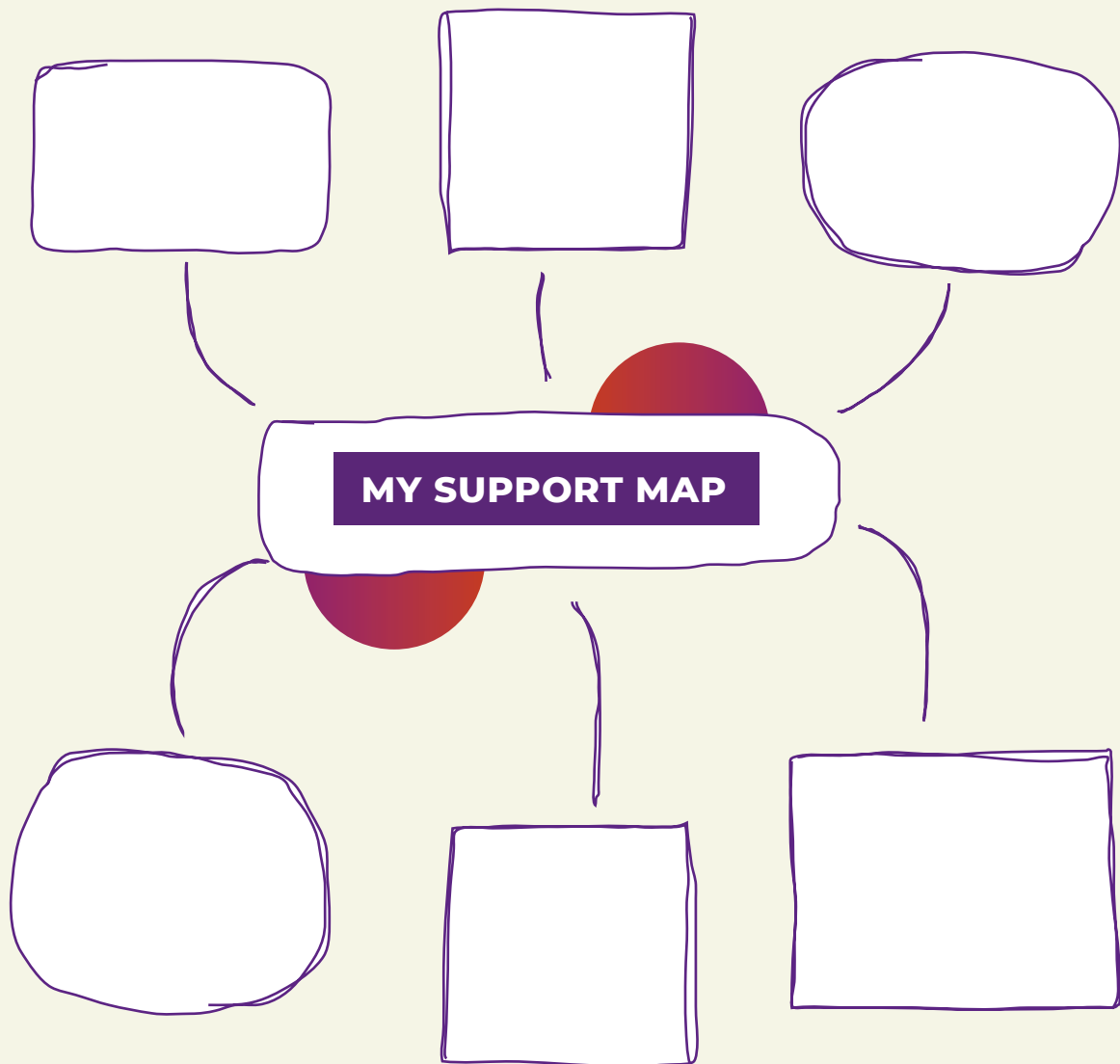
### My support map

Sometimes, due to falling in love or some other reason, we forget about people in our surrounding, who can be important to us in overcoming challenges and solving situations we face during our life. The type of support that we need depends on the situation, and so the profile of people who can offer us adequate help in support also changes.

Research shows that more and more young people seek help from competent adults (teachers, pedagogues, counselors, school psychologists, etc.), but there is also a part of those who, although they need help, do not seek such help and do not use available support mechanisms. The advice of competent adults can be crucial in choosing a strategy that will best help you overcome a problem or a particular challenge you are facing.

Below you can make a "map" of your support system. Write your name or glue your picture in the center. In the fields that are connected to you, write the names

and phone numbers of people or organizations that are or can be part of your self-support system. This means anyone you can call for help or support, anytime, anywhere, whether it is a serious personal problem, health issue, exposure to violence, or when you need help with math homework. Feel free to draw additional shapes if necessary. Repeat this activity for any problem and identify people who can support you in solving that problem. Identifying people who can help or support us and seeking help is a strength you learned about during the workshop Power and Relationships, and it is useful to go back to this activity in the Workbook and read the section on strength.



**Example of people and places that can be part of your support system:**

- ◆ Parents or guardians
- ◆ Brother or sister or both
- ◆ Other family members
- ◆ Close friends
- ◆ A teacher you trust
- ◆ Counselor or pedagogue
- ◆ School psychologist
- ◆ Religious leader
- ◆ Your partner
- ◆ Youth Center  
/ Youth Counseling Center
- ◆ SOS telephone line and free support system
- ◆ Club, team or group you belong to
- ◆ Close classmates
- ◆ A work colleague or boss
- ◆ Your school
- ◆ Other: \_\_\_\_\_
- ◆ Other: \_\_\_\_\_
- ◆ Other: \_\_\_\_\_

Now think about the feelings that may arise as a result of the situations in which you find yourself. Who are the people you can contact or turn to directly and talk openly about how you feel and how to effectively deal with certain feelings:

Write the names:

---

---

---

If you find this or the previous task difficult and you need the support of our team in identifying trustworthy persons, you can contact us at: [info@future4youth.net](mailto:info@future4youth.net)

**Think, explore and get inspired:**

When we seek advice, we usually seek an accomplice.

**Think:** What does this message tell you?

**Explore:** Who said this?

**Get inspired:** How can you apply this to yourself?



## ANALYZE YOUR RELATIONSHIP<sup>26</sup>

This activity aims to help you start thinking in new and different ways about different aspects of the relationship you have with a certain person. If you are in a relationship, you can continue this activity by thinking about the person you are in a relationship with. If you are not in a relationship, you can analyze a previous relationship or an existing relationship with a friend or family member. Ask yourself the following questions about that person and the relationship you have with him or her:

I am analyzing the relationship with:

---

List five things about the person that you really like:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

List five things about the person that you really don't like:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Do you think that this person has healthy relationships with family and friends? Why yes and why no?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Does this person encourage you to have other friends or discourage you from having friendships with others? In what ways does he/he do this?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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26. Taken and adapted: State of New South Wales (Department of Education). (2020). PDHPE Stage 5: Child Protection Education Resources. The impact of power and identity on relationships. Available at: <https://www.cheshirewestscps.co.uk/wp-content/uploads/2017/06/Teen-Relationship-Workbook.pdf>

Can you list three things that this person is interested in besides you?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Can you list three things you did without that person?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Do you both have equal decision-making power in your relationship?

\_\_\_\_\_

How do you two resolve mutual conflict?

\_\_\_\_\_

Does this person admit when he/she is wrong and apologize after a conflict situation you were exposed to?

\_\_\_\_\_

Since you have been in this relationship, have you generally felt better about yourself, worse about yourself, or the same as before?

\_\_\_\_\_

Is this relationship healthy and does it contribute to making you feel respected and sincerely appreciated?

\_\_\_\_\_

If you need advice from a professional, go back to the **My support map** activity and check who are the people or organizations you can contact for advice.

**Think, explore and get inspired:**

I have found that the best way to advise your children is to find out what they want and then advise them to do it.

**Think:** What does this message tell you?

**Explore:** Who said this?

**Get inspired:** How can you apply this to yourself?

Given that you have successfully completed the very demanding tasks of this level, write yourself 20 excellence points in the Task 2 column.

**DETECTOR OF EXCELLENCE**

TASK 1	YMI CHALLENGE	TASK 2	Sum of Level 9 Excellence Points



# Level 10:



## What do I do when I am angry?



**REFERENCE** Program Y – Innovative Approaches in GBV Prevention and Healthy Lifestyle Promotion for Young Men and Women

**WORKSHOP** WHAT DO I DO WHEN I AM ANGRY? / Page: 119

Congratulations! You have reached the halfway of excellence and we hope that you are ready for the new challenges and tasks that we have prepared, which will lead you to the status of excellent, but we will talk about that when the time is right. Next, we would like you to think and learn about ways of expressing anger and choosing adequate strategies that do not endanger you and others. Good luck!

### Reason I am angry:

At the very beginning, we want to remind you that we, just like you, think that it is perfectly okay to be angry in certain situations. What can be wrong is the way the anger is expressed. In many situations, young people have reason to be angry. List the most common reasons when you get angry:

A white rounded rectangular box with five horizontal purple lines for writing. To the right of the box is a yellow semi-circle with a purple diagonal line passing through it.

Do you feel angry, sad, or both? Think about each reason you mentioned and draw an angry emoticon next to it if only anger appears in that case, and a sad one if you think only that emotion appears. Where you think both appear, draw both emoticons. In this way, you will get to know better the feelings that appear in situations that make you angry, and this can later be useful for choosing the best strategy for dealing with such situations.

## ANGER AND VIOLENCE



It is quite clear that being angry and being violent are not the same. In the workshop What do I do when I am angry, you talked about it and concluded that anger is \_\_\_\_\_, while violence is \_\_\_\_\_. One of the negative ways of expressing anger is violence. There are good and bad ways to express anger, and you discussed that in the previous workshop. Now we will recall the conclusions of the workshop and continue further analysis of the benefits and consequences of different ways of expressing anger.

**At the beginning, list 5 or more positive and 5 or more negative ways of expressing anger:**

Positive ways of expressing anger	Negative ways of expressing anger



Below, choose 3 positive and 3 negative ways from the list you have previously made.

THREE POSITIVE WAYS	WHAT DO YOU GAIN FROM POSITIVE EXPRESSION OF ANGER
1.	
2.	
3.	

THREE NEGATIVE WAYS	WHAT DO YOU LOSE BY NEGATIVE EXPRESSION OF ANGER
1.	
2.	
3.	

The way we treat others depends solely on us and our actions and decisions. Violence is never an adequate way of expressing emotions, and the previous analysis clearly shows why it is better to choose an appropriate way of expressing this emotion, as well as why it is important not to use violence as a way of expressing anger.

### **WHAT DO YOU DO WHEN YOU ARE ANGRY?<sup>27</sup>**

The next exercise will help you get to know and understand yourself better and analyze the behavior you associate with anger. Below, put an X mark next to each statement that describes what you think and do when you are angry:

- You break things.
- You think no one respects you.
- You beat someone up.
- You don't talk.
- You pretend everything is fine.
- You think about something that makes you happy.
- You choose other peers and only hang out with them.
- You talk to someone.
- You listen to music.
- You practice yoga.
- You hurt animals.
- You annoy other people.
- You destroy other people's property.
- You think about hurting other people.
- You do something nice for someone else.
- You cut yourself.
- You steal something.
- You take drugs or drink alcohol.
- You light a cigarette.
- You read a book.
- You feel that you are looking at yourself from afar.
- You draw pictures of things that make you angry.
- You think about getting back at the person who made you angry.

27. Preuzeto i adaptirano iz: Lemons or Lemonade?: An Anger Workbook for Teens. (2012). Dostupno na: <https://www.ed4health.co.uk/wp-content/uploads/2018/12/Lemons-or-Lemonade-Anger-workbook-for-Teens.pdf>

- You think about running away.
  - You run away.
  - You work hard on something, like schoolwork.
  - You do sexual things to yourself.
  - You do sexual things to others.
  - You eat a lot of food.
  - You throw up after eating a lot of food.
  - You do things to make other people angry.
  - You refuse to do what other people tell you, like teachers who want you to do your homework or parents who want you to come over at night.
  - You tell jokes.
  - You write poetry.
  - You talk nonsense about people behind their backs.
  - Something else?
- What? \_\_\_\_\_

### **Analyze and conclude**

How many items have you marked? \_\_\_\_\_

How many of these marked items do not harm anyone else or you? \_\_\_\_\_

How many of them make things better? \_\_\_\_\_

There is nothing wrong with being upset and angry. You have reason to be angry if you feel disrespected, if someone hits you or talks nonsense, if your parents ignore you, if someone yells at you, makes fun of you, if you feel like you don't belong anywhere, if you have been sexually abused, and if no one cares what you want. What really matters is what you do when you are angry and upset.

When we are angry we can do or say things that we really don't want to. Has that ever happened to you? \_\_\_\_\_. We know, you put yes, because we have all done it once. Honesty is a virtue, so add 5 excellence points in the Task 1 column. But we also learned from this that it doesn't solve the problem, it makes us feel even worse. Therefore, in situations where you are angry, remember this YES and remind yourself why it is important to take a breath, calm down and avoid a situation that could make you feel uncomfortable or regret tomorrow. There is that old saying: "**Prevention is better than cure**".

### **Explore: Anger Coping Strategies:**

What to do in situations when we are angry? Think about yourself and what calms you in situations when you are angry. Using the Internet, research the most common strategies that your peers use to positively deal with the emotions of anger

and sadness. Pay attention to strategies that will help you feel better. Maybe it's something you like to do (reading, writing, playing ball, talking to a peer, watching a movie, etc.) or something you would like to do but haven't tried yet (enroll in a new sport, acting, start playing an instrument, start practicing yoga and meditation). Write the research findings below in the space provided.

When I'm angry, the things that calm me down:

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---

---

Young people most often use the following strategies for dealing with anger:

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Choose three strategies that surprised you and you think might interest you and write them below:

1. 

---

2. 

---

3. 

---

Make a plan for the strategies highlighted above and add 20 excellence points in the Task 2 column, because you have just identified new ways of dealing with anger and sadness, and that in itself is a great success.

### AND SHOULD I TALK TO OTHERS?

In situations where it is difficult to find an answer or when the answers are confusing or unclear, talking to other people can be very useful. It can be a mom, dad, friend, teacher, pedagogue or some other professional qualified to talk to young people and provide them with adequate support in overcoming the challenges and problems that young people most often face. Think back to the previous workshop where you talked about seeking help and the benefits a person can get from advice and talking to others.

### DETECTOR OF EXCELLENCE

TASK 1	TASK 2	Sum of Level 10 Excellence Points

# Level 11:

## What are drugs?



### REFERENCE

Program Y – Innovative Approaches in GBV Prevention and Healthy Lifestyle Promotion for Young Men and Women

### WORKSHOP

WHAT ARE DRUGS? / Page: 125

Introductory note: To perform the following activity, you need a computer or tablet with internet access. Use the following link and open Program Y: <https://youngmeninitiative.net/wp-content/uploads/2022/11/Y-TOOLKIT-BIH-WEB-1-PROGRAM-Y-.pdf>. On pages 127 and 128 you will find the information you will need during the performance of certain activities. Prepare yourself before you start solving individual activities.

During the workshop **“What are drugs?”** students had the opportunity to discuss and write down answers to several questions: associations with the term drug, who uses drugs, examples of drugs and their availability, and what are the risks associated with drug use. During the workshop you learned that drugs are \_\_\_\_\_, that they are divided into legal and illegal. Below are some examples of legal and illegal psychoactive substances. Circle in yellow the ones you think are available and used by young people in your city.

#### LEGAL PSYCHOACTIVE SUBSTANCES

#### ILLEGAL PSYCHOACTIVE SUBSTANCES

28. If you wrote PSYCHOACTIVE SUBSTANCES, enter 5 excellence points in the Task 1 column. If you made a mistake, repeat the psychoactive substances 10 times, check why they are called that, and when you feel you are ready, enter 5 points in the same column. If you did not follow the previous instructions and made a mistake in the answer, write 0 in the Task 1 column and continue.

In our society, the term drugs is used for illegal psychoactive substances, but there are also legal ones that can be used when it is medically determined (indicated) or used for other purposes, but there are people who abuse such substances (medicines, chemicals, air fresheners, glues, paints and varnishes) and then we are talking about the illegal, health-damaging and legally punishable use of these substances. Open Program Y, on pages 127 and 128 there are tables with three types of psychoactive substances: depressants, stimulants and hallucinogens. Go through all three tables and arrange all the presented substances in these two categories, i.e. write their names in the space provided below.

Legal psychoactive substances:	Illegal psychoactive substances:

Compare this list with the one you made earlier and find the differences. Feel free to add to the first table the ones you previously left out.

### MYTHS AND FACTS ABOUT DRUGS<sup>29</sup>

The lack of information about what drugs are and how they affect the human body can be the reason why people decide to try and then use drugs. Also, young people can be misled by the wrong information they hear from their peers, which can also encourage them to agree and start using certain substances.

One of the biggest problems with teenagers is that they are almost always misinformed about drugs. Children tend to believe what they hear from other teenagers, especially the "hype" about the benefits of drug use. It is true: there are no advantages to using drugs. Here are the top 10 myths teenagers believe about drugs – and the truth behind each myth:

29. Taken and adapted from: Drug Enforcement Administration. Get it straight. The facts about drugs. Student guide. Available at: <https://k12workbook.com/worksheet-concept/illegal-drugs>

### **1. Myth - Marijuana is harmless.**

**TRUTH** – Marijuana smokers risk the same health problems as smokers: bronchitis, emphysema and bronchial asthma. They also have a lack of coordination, memory problems and poor concentration.

### **2. Myth – Hookahs are not harmful**

**TRUTH** – The flavored mixture used when smoking a hookah is a tobacco mixture, which, when burned, produces more than 4,000 toxic and harmful compounds that enter the body and negatively affect the health of the person using it. Also, by using hookah, a much larger amount of tobacco smoke is introduced, and thus a much higher concentration of harmful compounds, than is the case with cigarettes. Using hookah can lead to cancer of the mouth, throat, lungs and other dangerous diseases.

### **3. Myth - Drug use does not change the brain.**

**TRUTH** – Drugs change the brain, and this can lead to addiction and other very serious physical and neurological (mental) problems.

### **4. Myth - Legal drugs are helpful; illegal drugs are harmful.**

**TRUTH** – It doesn't matter if the drug is legal or illegal because all drugs can be abused. Even if a legally regulated drug is considered "safe," abuse of that drug can still have harmful consequences.

### **5. Myth - Parents have no influence on teen marijuana use.**

**TRUTH** - Marijuana use is less common among teenagers who think their parents would disapprove of them trying marijuana once or twice

### **6. Myth - Drug use is a normal part of growing up and experimentation is harmless.**

**TRUTH** – Most teenagers refuse drugs. According to YMI research, young people consume more psychoactive substances with age - there is a noticeable trend of increasing alcohol and marijuana consumption among young people in the Balkan region. The reason for this trend is the lack of concern or even a positive attitude of the community towards alcohol consumption by men, influenced by socialization and religious and cultural variations.



### 7. Myth - You cannot overdose on prescription drugs

**TRUTH** – You can overdose on any drug even the first time you take it.

### 8. Myth - Air fresheners and other inhalants are not dangerous and harmful

**TRUTH** - According to a survey, nearly 92 percent of 8th graders reported NOT using inhalants in the past year (Monitoring the Future, 2010).

### 9. Myth - Everyone does it!

**TRUTH** – Not "everyone" does it. In fact, most teenagers don't do drugs. Those who use drugs do so rarely, at parties or occasionally. Most teenagers do not drink or use drugs regularly.

### 10. Myth - it can't hurt to try drugs just once.

**TRUTH** – It can hurt to try drugs even just once. You can do something you regret while under the influence, you can become violent or a victim of violence, you can get very sick, and in extreme cases you can even die.

### 11. Myth - Drug use is voluntary. . . I can stop whenever I want!

**TRUTH** - It is true that drug use is initially a choice, but over time it changes the chemistry of the brain and body - resulting in a compulsive and uncontrollable need for drugs. Addiction is a serious side effect of drug abuse.

Now that we have together busted **11 myths** that can encourage young people to use psychoactive substances, we are sure that you have acquired new knowledge and information on this topic. This can help you, in conversation with your peers, to help them better understand the harmfulness of the use of psychoactive substances and the potential risks that accompany such behavior. Therefore, add 10 excellence points in the Task 2 column.

## WHAT IS ADDICTION? WHAT ARE OTHERS SAYING ABOUT THIS?<sup>30</sup>

Drugs affect the way signals are sent to the brain's reward system, which is a network of structures that are activated when you do something pleasurable.

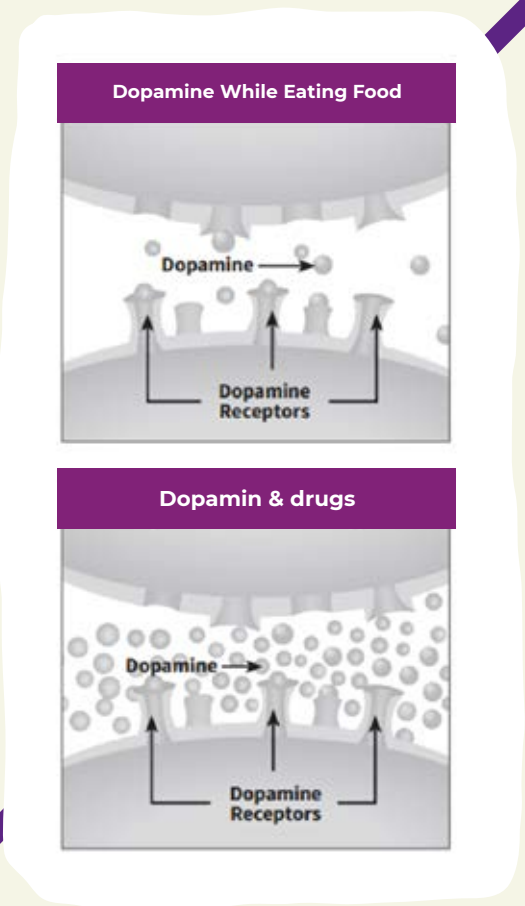
Dopamine is a chemical that helps signals pass between nerve cells in the brain. When you do something pleasurable, such as eating chocolate, dopamine levels

30. National Institute on Drug Abuse. (2019). Heads Up: Real News About Drugs and Your Body. COMPILATION 2019–20 TEACHER EDITION. Available at: [https://archives.nida.nih.gov/sites/default/files/nida\\_yr18\\_teacheredition\\_compilation.pdf](https://archives.nida.nih.gov/sites/default/files/nida_yr18_teacheredition_compilation.pdf)

increase in the brain (see diagram above). The receptors detect a surge of dopamine, which helps your brain remember the pleasurable behavior, so you are more likely to want to do it again.

Drug use, including opioids, causes increases in dopamine levels that are far greater than increases from other pleasurable activities (see diagram below). When drugs are abused over time, the brain becomes accustomed to the extreme rush of dopamine that the drugs deliver. This leads to a strong craving that is very difficult to stop.

The state in which these cravings reign is addiction. Over time, the tolerance to the substance that a person uses increases, so an increasing amount of the drug is needed to achieve the effect of the drug, and over time, the addiction becomes greater and more pronounced.



**Explore and describe:** How does addiction destroy human capacities and lives? Describe your point of view and send it to us at [workbookprogramy@ymi.org](mailto:workbookprogramy@ymi.org). The best stories and papers will be presented as part of public awareness campaigns on the prevention of drug use, as well as on the official channels of the Be a Man and youth clubs throughout the region. Wait for our reply in which you will receive information about the number of points won.

Before moving on to the next level, calculate the total score and write it in the Success Diary. Maybe it is the right time to revise the achieved results of the previous levels, i.e. to check whether you recorded everything and entered it in the Success Diary.

**DETECTOR OF EXCELLENCE**

TASK 1	TASK 2	EXPLORE AND DESCRIBE	Sum of Level 11 Excellence Points



# Level 12:



## Drugs in our lives and communities



**REFERENCE** Program Y – Innovative Approaches in GBV Prevention and Healthy Lifestyle Promotion for Young Men and Women

**WORKSHOP** DRUGS IN OUR LIVES AND COMMUNITIES / Page: 129

Introductory note: To perform the following activity, you need a computer or tablet with internet access. Use the following link and open Program Y:

→ <https://youngmeninitiative.net/wp-content/uploads/2022/11/Y-TOOLKIT-ENG-WEB-1-PROGRAM-Y.pdf>. On pages 131 to 136 you will find the information you will need during the performance of certain activities. Prepare yourself before you start solving individual activities.

### Why do young people use drugs?

Young people for different reasons and in different situations make the decision to start using certain psychoactive substances. Sometimes they do it because of peer pressure, sometimes because they think they will be more cool or that others will perceive them as braver or more "special". But in almost all cases, young people are not aware of the risks and potential consequences that accompany the use of certain psychoactive substances.

List the reasons why young people decide to use alcohol and drugs:

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Now read the content on pages 132, 133, 134 and 135 and, guided by the information provided, determine the reasons why young people should not use alcohol and drugs:

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If you have read the content on the pages we have directed you to and completed the previous task, reward yourself with the deserved points and enter 15 excellence points in the Task 1 column.

### **What parts of the body do drugs affect?**

Using the picture provided, mark the parts of the body that are negatively affected by certain drugs. Use a different color for each drug, and you can be creative and make your own diagram showing the body and the effects of drugs on the body. Send us your paper and if you are selected, an interesting surprise awaits you. Expect our answer with the number of points you can enter in the Creative me column.



### **COMPLETE THE STORIES: RESOURCE SHEET A**

Open Program Y and on page 131 you will find 6 case studies showing 6 situations in which young people can find themselves. Choose three scenarios, and your task is to help young people in the presented situations to make the right decision. Be creative and use the acquired knowledge to offer clear and verified information and argue the position that the use of drugs can lead to unforeseeable consequences for them, their health, present and future. End the story in a positive way and write it in the space provided.

#### **Case study 1:**

**Case study 2:**

**Case study 3:**

Get involved: If you have the skills to make these stories more visual, interesting and with more creative expression, be free and create content. Send it to the e-mail address [workbook@future4youth.net](mailto:workbook@future4youth.net), and the selected papers will be used in the development of future educational workshops and programs. Multimedia contents will be available on the online resources of the YMI and Be a Man Clubs.

**My plan on how to say no:**

Use this worksheet to plan ahead for when you will find yourself in situations that may be difficult to deal with. We have given you some examples, now list the situations you think you might face and the solutions to those situations.

## EXAMPLE


<b>Who can offer me a psychoactive substance?</b>  A classmate	<b>In what situation can this happen?</b>  At a party or birthday celebration	<b>Who can help me?</b>  Brother
<b>What can I say and do?</b> Say I prefer sparkling water and change the subject Explain that you know a lot about drugs and that you are aware of the risks associated with their use, and encourage your friend to spend the party without using psychoactive substances Leave the party Say that you received an emergency call and you have to get home. Lie that you are allergic to chemicals and that the use of untested substances can have a fatal outcome if you use them Call your brother and tell him to come get you		

## WORKSHEET:


<b>Who can offer me a certain drug?</b>	<b>In what situation can this happen?</b>	<b>Who can help me?</b>
<b>What can I say and do?</b>		

<b>Who can offer me a legal psychoactive substance?</b>	<b>In what situation can this happen?</b>	<b>Who can help me?</b>
<b>What can I say and do?</b>		

Who can offer me alcohol?	In what situation can this happen?	Who can help me?
What can I say and do?		



Who can offer me a legal psychoactive substance?	In what situation can this happen?	Who can help me?
What can I say and do?		



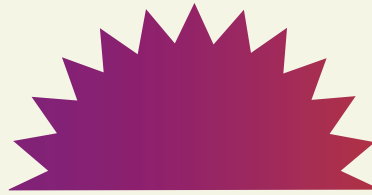

Now that you have developed plans and defined strategies that can help you say NO to psychoactive substances more easily and with more confidence, write 20 points in the **I have a plan column**.

Below, calculate the achieved result and write it in the Success Diary.

**DETECTOR OF EXCELLENCE**

TASK 1	CREATIVE ME	I HAVE A PLAN	Sum of Level 12 Excellence Points

# Level 13:



## Pleasures and risks



**REFERENCE** Program Y – Innovative Approaches in GBV Prevention and Healthy Lifestyle Promotion for Young Men and Women

**WORKSHOP** PLEASURES AND RISKS / Page: 137

In the workshop “Pleasures and Risks”, you discussed the different things you and your peers do that lead to feelings of pleasure, and then you identified risks and strategies to reduce those risks. Next, we would like you to do the same exercise, but now focused on yourself and your own pleasures.

Think about 5 things that you like to do and that give you a sense of pleasure:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Identify the potential risks and adverse effects associated with a particular pleasure:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Identify the potential risks and adverse effects associated with a particular pleasure:

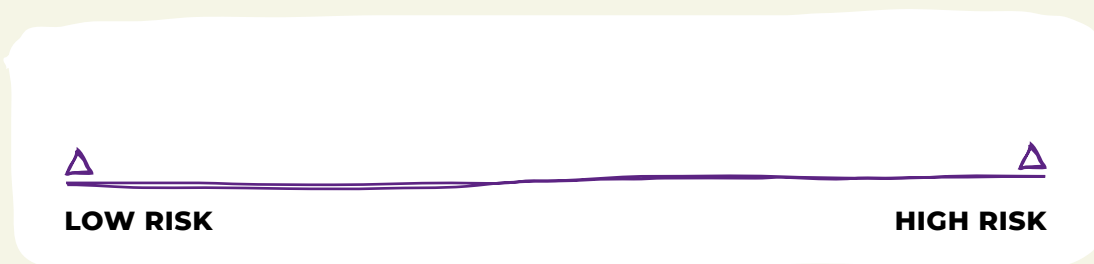
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



## **Set priorities**

If you find it difficult to start with several changes at the same time, set a priority and commit to solving the problem that, according to your assessment, carries the greatest risk to your health. Consider whether a certain pleasure carries one or more risks. Are the risks and potential consequences short-term or long-term? Does this behavior endanger others? Could this behavior have lifelong consequences for your health or the health of others? Group your pleasures on the risk scale below and, based on the assessment of harm, determine one or more priorities!

**Advice:** In solving many challenges, an important ally can be professionals trained to support young people in solving the problems they face throughout their lives. If you need advice or information, contact a local partner organization, and contact information can be found at the beginning of this workbook.



## **Make a plan, a reminder and start making changes**

Now that you have identified the pleasures and accompanying risks, and defined strategies for eliminating or reducing the risks that a certain behavior carries, make a poster-shaped reminder and put it on the wall in your room. Periodically chart the changes, challenges, and successes you face while executing the risk reduction plan. People with a plan are more likely to adequately and readily respond to the challenges they may face. So add 10 excellence points in the Ready I column

## **Arena of positive changes**

You can share your poster with thousands of young people who are members of Be a Man Clubs or are part of the YMI online network. Your poster will be available in the "Arena of positive changes" section, which is located on the official website <https://youngmeninitiative.net/bs/>. Add the excellence points you received if you sent your work to the e-mail address [workbook@future4youth.net](mailto:workbook@future4youth.net).

Below, calculate the total number of excellence points and don't forget to write them in the Success Diary.

## **DETECTOR OF EXCELLENCE**

READY I	ARENA OF POSITIVE CHANGES	Sum of Level 13 Excellence Points

# Level 14:



## Talking about alcohol and alcoholism



**REFERENCE** Program Y – Innovative Approaches in GBV Prevention and Healthy Lifestyle Promotion for Young Men and Women

**WORKSHOP** TALKING ABOUT ALCOHOL AND ALCOHOLISM / Page: 142

Alcohol use can lead to short-term and long-term health consequences, as well as put a young person in risky situations where they have little control over themselves. People react to alcohol in different ways, for some people alcohol makes them happy and excited, for others it makes them sad, angry, aggressive or depressed. What is common to all people is that alcohol is harmful to the human body and that alcohol can influence the decisions people make and thus put them in situations of increased risk for their health and/or the health of people around them.

### Myth or fact?

Order the claims into categories, i.e. the baskets they belong to. You can write the statement or the corresponding number that is in front of each statement.



**FACTS**



**MYTHS**

### STATEMENTS:

1. Alcohol is a type of drug with a risk of addiction.
2. Starting to use alcohol at an early age increases the risk of developing alcohol problems later in life.
3. Alcohol is a drug that slows down the human body.
4. Alcohol affects decision-making and judgment of situations.
5. Alcohol makes a person happy.
6. Drinking coffee or taking a cold shower will help a person sober up.
7. Alcohol affects sports performance.
8. Young people who stick to low-risk drinking limits are safe.
9. Young people drink more now than they did in the past.
10. Drinking alcohol can cause weight gain.
11. Mixing alcohol with energy drinks is extremely dangerous.

### RESPONSIBLE USE OF ALCOHOL<sup>31</sup>

Your friend confided in you that he is going to a party where the person he likes a lot will be there as well. He sees that party as an ideal opportunity to approach and talk. You cannot go with him because after school you go with your parents on a trip to your dad's friend who lives in a town near yours. A friend tells you that he is afraid that there will be alcohol at the party and that he will have a few drinks, but at the same time he is afraid that he would drink more, so he might spoil the opportunity to meet and talk to the girl he likes a lot. You explain to him that it would be best if he did not consume alcohol, but if he does, there are ways to limit it and stop in time.

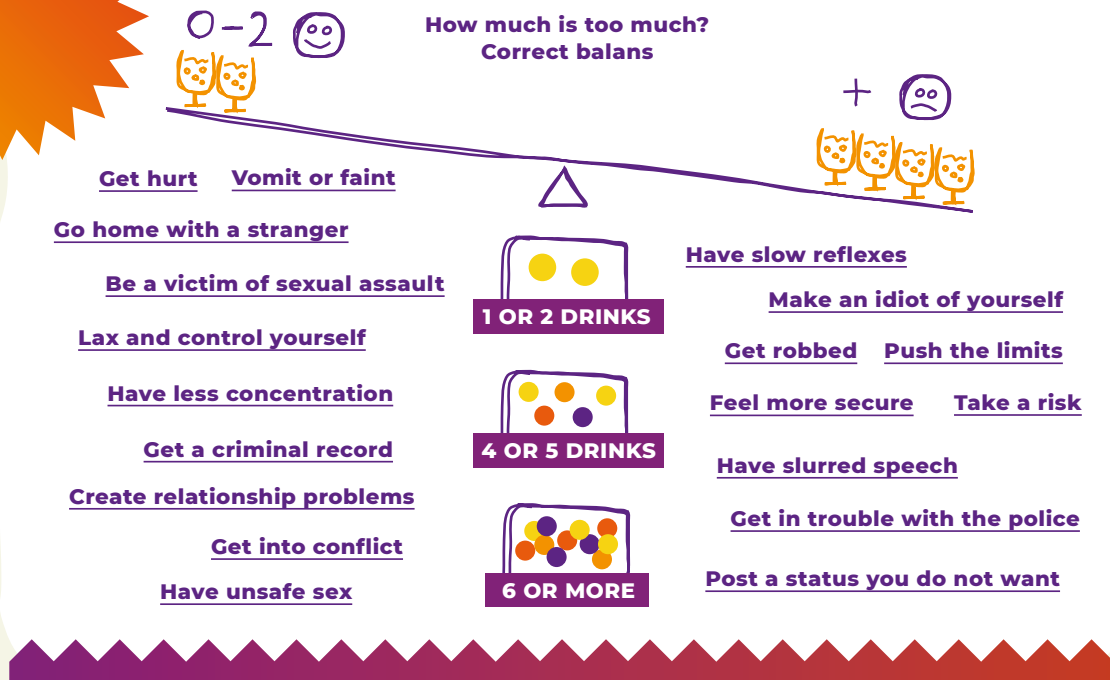
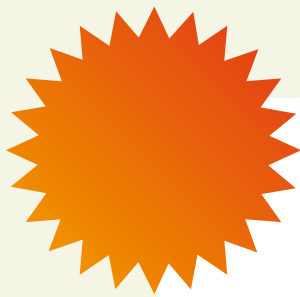
On paper, draw a diagram like the one on the picture below and try to explain to your friend the connection between alcohol and the risks that accompany its use. Explain that more drinks mean more risk.

Below, match the number of alcoholic drinks with the risks offered.

Note: The short-term effects of alcohol vary from person to person depending on your weight, sex, age, whether you have eaten, whether you are tired, whether you are taking medication, and many other factors

31. Taken and adapted: The Alcohol Education Trust. (2018). Talk about alcohol teacher manual and guidance. Delaying the onset of drinking and reducing alcohol-related harm by building resilience and life skills for 11 to 18 year-olds. Available at: [https://alcoholeducationtrust.org/wp-content/uploads/2017/01/Teacher\\_wb0117.pdf](https://alcoholeducationtrust.org/wp-content/uploads/2017/01/Teacher_wb0117.pdf)

## STAYING SAFE – AVOIDING RISK TAKING



**Get involved:** Take a photo of a diagram with your answers using your phone and send it to a local non-governmental organization that is a partner in the Young Men Initiative network or to the nearest Be a Man Club. You can find the addresses on the front page of the workbook. You can also describe your thoughts on why alcohol use is risky for young people, as well as what strategies young people can take to help their peers prevent alcohol use. If you have sent the created scheme, add 10 excellence points to the Detector of Excellence, column Get involved.

### Social media challenge: Spread the word

Form a team. Consider the additional risks that may arise as a result of alcohol use. With your peers, make a larger representation of the above scheme and add the risks you have identified as a group. Send us a photo of the scheme you have created and we will publish it. The authors of the photo that wins more than 100 likes will receive one of the BMC awards. If you have achieved 100 likes, take a screenshot and send it to [challenge@future4youth.net](mailto:challenge@future4youth.net), and you will receive an answer about the number of excellence points you have won. Write them in the Social Media Challenge column.

### Educational video challenge: You think you're a PRO!?

For the last 20 years, mobile devices and the cameras in them have enabled the creation of interesting, dynamic and high-quality video content. In addition, the available applications enable the processing of recorded content and the development of high-quality short and long films, videos and other video content.

Create a video that shows some of the risks you have analyzed and that sends the message that alcohol is harmful to the human body and that people under the influence of alcohol are more likely to make risky and reckless decisions. Create an educational video that will be of sufficient content and quality so that we can

use it at future educational workshops. Imagine, your video can become an educational instrument that will be watched by thousands or hundreds of thousands of young people. Please note our consent and security policies. Send your work to the e-mail address [challenge@future4youth.net](mailto:challenge@future4youth.net) and enter 20 points in the Detector of Excellence, column I am PRO.

**IMPORTANT NOTE:** A video submitted without following these rules will not be published due to your protection and the security of other participants in the submitted video contents.

- Suggested steps:**
1. Form a team
  2. Define roles
  3. Research the topics
  4. Create a scenario
  5. Think about shots and scenography
  6. Choose the actors
  7. Record
  8. Edit
  9. Share with our evaluation team
  10. Finalize the video
  11. Let's publish it!

- Explore on YouTube:**
- Consequences of alcohol use
  - Alcohol and risky behaviors
  - Create video like a PRO using your phone
  - Best mobile video editing apps (free)



All videos received by the end of May of the year will undergo an evaluation assessment and receive instructions for additional corrections. The corrected contents will be shown at the leadership camp, which is traditionally organized in June or July every year, and the camp participants will select the winning video contents that will be used at educational workshops and other educational activities organized by Be a Man Clubs. Videos received after May will be evaluated in September and December. The authors of the winning videos will win one of the valuable prizes: a free trip to the leadership camp next year, free participation in video editing and production training and other valuable prizes.

Calculate your excellence points below. This level is specific because it requires special skills. Don't be discouraged if you didn't get excellence points. We counted on different talents in this workbook and it is quite normal that you have some skills and talents, while others you don't.

**DETECTOR OF EXCELLENCE**

<b>GET INVOLVED</b>	<b>SOCIAL MEDIA CHALLENGE</b>	<b>I AM PRO</b>	<b>Sum of Level 14 Excellence Points</b>

# Level 15:

## Caring for oneself: Men, women, gender and health

**REFERENCE** Program Y – Innovative Approaches in GBV Prevention and Healthy Lifestyle Promotion for Young Men and Women

**WORKSHOP** CARING FOR ONESELF: MEN, WOMEN, GENDER AND HEALTH / Page: 161

At this level, we want to involve you in the research and development of info graphics that show the most common problems of young men and women, as well as key information that can help them overcome these problems. Today's online tools allow you to create it even without previous experience. Why not take this opportunity and learn some new skills that will help you become a better version of yourself. On online platforms like YouTube, you can find different instructions and tutorials that will help you learn how to use certain tools faster. Also, through the activities of this level, we want you to evaluate how you take care of yourself and what you can do to cope more easily with social pressures and make decisions that are in your best interest.

To fulfill the first task, you need to research what are the most common health and other problems of young people in your country. In particular, research the problems that are most common in young men and that are most common in young women. In this research, it is important to use verified sources, that is, to look for information in available research and similar documents. When doing research, do not use sources such as Wikipedia or blogs and articles that are not backed by health and other relevant institutions (non-governmental organizations, universities, schools, researchers, etc.). Research whether young people in your country are at greater risk when it comes to the use of alcohol, drugs and other psychoactive substances, what is the mental health like and what are the most common mental health problems of young people, whether violence is prevalent and to what extent, and who and to what extent is exposed to a certain form of violence (boys/girls). Also research problems with sexual and reproductive health and access to services that are important for the care and preservation of young people's health. List at least 7 problems that threaten the health and safety of young people, 7 for each sex. Use at least 5 sources of information for each sex. You can use the same survey for both sexes.

Most common problems of young men:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

Sources of information:

Most common problems of young women:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

Sources of information:

If you have completed the previous task, add 20 points in the I know column. If you did not complete it, write 0 in the same column.

### **Risk reduction strategies**

Below, choose three problems faced by young men and three faced by young women. For each individual problem, state three solutions, i.e. strategies that young people can take to reduce or completely eliminate risk in relation to the chosen problem. For example, if one of the problems is risky sexual behavior or an increased rate of sexually transmitted infections, risk reduction strategies can be the use of protection during every sexual relationship, education of young people and information about risks and risky behaviors, and regular testing for sexually transmitted infections. From this example, you can conclude that additional research awaits you, and we have prepared additional prizes for the best works.

Create an info graphic that shows a selection of three problems faced by young men, followed by three problems faced by young women. Provide statistics for some of the problems. Then offer at least three solutions to each problem. You can be as creative as you want in the solution proposal, however, you should take care that your solutions are really relevant to the problem you are addressing.

Send the info graphic to the e-mail address [workbook@future4youth.net](mailto:workbook@future4youth.net) and if our expert team assesses that your info graphic meets the criteria of excellence (relevance, creativity, conceptual solution, quality of information, recommendations for solving youth problems), your info graphic will be published on the YMI and Program Y regional website, and you will have the opportunity to join the YMI creative team, which gathers talented and creative young people from countries all over the Balkans and Europe. Are you ready to join the team of excellent ones? Submit your work and introduce yourself! Given that you have acquired new skills or improved existing ones, enter 30 excellence points in the column Wow I.

## EXAMPLES OF INFO GRAPHICS:



### RECOMMENDED APPS:

**Canva** is a powerful design tool that can be used in education to create projects that not only look great, but also help teach students the basics of digital design. This is a free tool that allows students and teachers to work with photo editing, design and more, all within an easy-to-use platform.

While this can be used by students to submit projects, it can also teach them how to be more creative when submitting work. Teachers can also use the platform to create guidelines, posters and more for the classroom and beyond.

**Vennage** - Similar to Canva, Vennage gives you several different options to choose from in terms of what you want to create. You will find templates for things like reports, posters, promotions and, of course, info graphics. Within the info graphics section, you will also find additional options to choose from, which usually deal with specific info graphics topics and categories, such as:

- Statistical
- Informative
- Process
- Comparison
- Timeline
- Geographical
- Graphics and graphic displays
- Tutorial

**Piktochart** - Piktochart is another good option for creating different types of info graphics. You can choose from several different formats, including traditional info graphic size (tall and narrow), presentation size (for slides), poster and report. You can then create your own info graphic from scratch or choose one of their templates (some are free and others require you to have a paid account).



## **Self-care**

Below you will find a self-assessment questionnaire. Complete it by following the instructions provided, then create your own self-care plan by choosing strategies that you find to be interesting, useful, or meaningful to you.

### **Self-care – self-assessment questionnaire<sup>32</sup>**

This assessment tool provides an overview of effective strategies for maintaining self-care. Once you have completed the assessment, you can move on to creating a full self-care plan.

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Using the scale below, rate the following areas in terms of frequency:  
5 = Often 4 = Occasionally 3 = Rarely 2 = Never 1 = Never occurred to me

#### **Emotional self-care**

- ◆ You spend time with people whose company you enjoy \_\_\_\_
- ◆ You stay in touch with people you care about \_\_\_\_
- ◆ You love yourself \_\_\_\_
- ◆ You allow yourself to cry when you are sad \_\_\_\_
- ◆ You give yourself affirmations, praise yourself for the results achieved \_\_\_\_
- ◆ You identify pleasurable activities, objects, relationships, places and people and look for them \_\_\_\_
- ◆ You express your dissatisfaction with social actions (protests, marches, etc.) \_\_\_\_
- ◆ You have a fun time with your peers \_\_\_\_
- ◆ Other: \_\_\_\_\_

#### **Physical self-care**

- ◆ You eat regularly (e.g. breakfast, lunch and dinner) \_\_\_\_
- ◆ You regularly and properly take care of the physical hygiene of the body \_\_\_\_
- ◆ You eat healthy \_\_\_\_
- ◆ You exercise \_\_\_\_
- ◆ You use regular medical care for prevention (when needed) \_\_\_\_
- ◆ You seek medical attention when needed \_\_\_\_
- ◆ You take a "day for yourself" when necessary \_\_\_\_
- ◆ You go for a massage \_\_\_\_
- ◆ You dance, swim, walk, run, play sports or any other physical activity that is fun \_\_\_\_
- ◆ You get enough sleep \_\_\_\_

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32. Adaptirano iz "Brown University. (2023). Self-care assessment worksheet". Dostupno na: <https://www.brown.edu/campus-life/health/services/promotion/sites/healthpromo/files/fillable%20self-care%20worksheet.pdf>

- ◆ You wear clothes you like\_\_\_\_
- ◆ You go on day trips or mini vacations\_\_\_\_
- ◆ Other: \_\_\_\_\_

### **Psychological self-care**

- ◆ You take time for self-reflection
- ◆ You use your personal psychotherapy (meditation, self-awareness skills, etc.) \_\_\_\_
- ◆ You write down situations in a diary that you keep\_\_\_\_
- ◆ You read non-school related literature\_\_\_\_
- ◆ You let others know about your different traits and characteristics. You let others know different aspects of you\_\_\_\_
- ◆ You analyze and observe your inner experience—you listen to your thoughts, judgments, beliefs, attitudes, and feelings\_\_\_\_
- ◆ You engage your intelligence in a new area, e.g. you go to an art museum, a historical exhibition, a sporting event, a theater performance\_\_\_\_
- ◆ You are curious\_\_\_\_
- ◆ Sometimes you say “no” to extra responsibilities\_\_\_\_
- ◆ Other: \_\_\_\_\_

### **Care of sexual and reproductive health**

- ◆ You read and research information to help you better understand your body and its functions\_\_\_\_
- ◆ You know how to say no and set boundaries with your partner/ crush\_\_\_\_
- ◆ You are informed about sexually transmitted infections\_\_\_\_
- ◆ You are informed about contraceptive methods\_\_\_\_
- ◆ You are informed about methods of protection against sexually transmitted infections\_\_\_\_
- ◆ You avoid the use of alcohol and other psychoactive substances that can reduce your sense of responsibility and negatively affect the decisions you make\_\_\_\_
- ◆ You use available services for the care and preservation of sexual and reproductive health\_\_\_\_
- ◆ If you are sexually active
  1. you regularly and correctly use protection\_\_\_\_
  2. you do not change partners often\_\_\_\_
  3. you do not use non-sterile equipment for tattooing, piercing or injecting certain substances into the body\_\_\_\_
  4. you do not share personal hygiene accessories (shaving accessories, toothbrushes, nail clippers, etc.) with others\_\_\_\_

## FINAL TASK: I DEVELOP MY PERSONAL SELF-CARE PLAN

List 8 things you do regularly, with the aim of taking care of and preserving your health:

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List the self-care habits you would like to use but you do not currently practice (e.g., running regularly):

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Identify the obstacles that prevent you from practicing these habits (I don't run regularly because I don't have time for it):

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What solutions can you come up with to address the obstacles you have listed: (I could make time for myself by watching less TV or waking up earlier)

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Read again the self-care habits you wrote down for item 2. Choose one of the habits you want to start practicing and complete the sentences below.

Today I commit to...

---

---

I want to do this because...

---

---

I will achieve this by...

---

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After you have completed your personal plan, add 20 excellence points in the column Ready I

Now that you have completed the final task, why not make it even more interesting and learn cool things in the online space at the same time. Why not put this promise to yourself in an online time capsule. You have defined the deadline by which you intend to fulfill the given promise. Enter that message in the online time capsule, enter the date you want it to open and be surprised on the day you set your time capsule to open. You can set the day, month or year. You can even set it to open in 10 years, and by then, you will probably forget about it. But it will not forget you, because it will contact you on the e-mail and other contact addresses you provide. And something else. Why not do this with friends, imagine the surprises when a few of you open a message you sent each other from the distant past.

Below we offer you several web sites that offer the possibility of creating a time capsule:

<https://www.thetimecapsule.org/>

<https://www.vtcapsules.com/>

If you sent a message to the future, write 5 excellence points in the column Timeless I. If not, write 0 in the same column.

At the end of the level, calculate the total score and write it in the Success Diary.

### DETECTOR OF EXCELLENCE

I KNOW	WOW I	READY I	TIMELESS I	Sum of Level 15 Excellence Points

# Level 16:



## I am at risk when...



**REFERENCE** Program Y – Innovative Approaches in GBV Prevention and Healthy Lifestyle Promotion for Young Men and Women

**WORKSHOP** I AM AT RISK WHEN... / Page: 188

In the workshop “I am at risk when...”, you learned about the different situations that young people can face during their lives, as well as the factors that contribute to young people being at an increased risk of making risky decisions. During the introductory discussion, you talked about situations that can put young people at risk of contracting sexually transmitted infections and/or HIV.

Below, list three situations that put young people at such risk:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Now think about what the young person can do to eliminate or reduce the risk and describe for each of the three previously mentioned situations individually:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### We risk when...

Read our research on the attitudes, knowledge and behavior of young people, and identify risky behaviors and attitudes that can put them at increased risk of endangering their health or that of their peers. You can find research on the Young Men Initiative/Resources website. Also, think about how your peers behave and what risky behaviors are present in peer groups in your city. List risky behaviors, research this topic and describe the possible consequences of such behaviors:

RISKY BEHAVIOR	POSSIBLE CONSEQUENCES
Drug use (example)	Addiction; transmission of certain infections, making risky decisions, damage to health, loss of friends, bad results in school, trouble with the law

ATTITUDES THAT CONTRIBUTE TO RISKY BEHAVIORS	POSSIBLE CONSEQUENCES
Occasional drug use is not dangerous (example)	Beginning to use psychoactive substances, becoming addicted, transmission of HIV or STIs, risky behaviors

If you answered the previous task, enter 15 excellence points in the I know even more column. If not, do it anyway, and then write the same result.

### **Do the mapping**

During life, situations may occur in which one of our peers needs help or support in overcoming a certain problem. In your city or town, as well as in nearby cities and towns, there are health institutions and youth centers that specialize in working with young people and providing professional support in overcoming certain problems. What many young people do not know is where these centers are located, what services they provide and why some services are of particular importance for preserving the health of young people. Research online or contact a health NGO and find information about youth organizations and institutions (youth centers, counseling centers, mental health centers, NGOs, etc.). For each individual problem, write the name of the institution, contact information (address, e-mail, and phone) and describe the types of services provided within these institutions/organizations.

Type of problem	Institution or youth center	Types of services it provides
<b>Alcohol use</b>	Name of the institution 1: City and address: E-mail: Phone:  Name of the institution 2: City and address: E-mail: Phone:	
<b>Drug use</b>	Name of the institution 1: City and address: E-mail: Phone:  Name of the institution 2: City and address: E-mail: Phone:	
<b>Impaired mental health</b>	Name of the institution 1: City and address: E-mail: Phone:  Name of the institution 2: City and address: E-mail: Phone:	
<b>Exposure to violence</b>	Name of the institution 1: City and address: E-mail: Phone:  Name of the institution 2: City and address: E-mail: Phone:	
<b>Risky sexual behaviors</b>	Name of the institution 1: City and address: E-mail: Phone:  Name of the institution 2: City and address: E-mail: Phone:	
<b>Unplanned pregnancy</b>	Name of the institution 1: City and address: E-mail: Phone:  Name of the institution 2: City and address: E-mail: Phone:	

Ukoliko ste odgovorili na prethodni zadatak, upišite 15 bodova izvrsnosti u koloni Mapa dostupnih usluga. Ukoliko niste, ipak to uradite, a zatim upišite isti rezultat.

## **Get involved: Are you OK?**

Have you heard about our campaign Are you OK? Read on the YMI site about the goals and activities of the campaign, by which we want to encourage young people to approach their peers in trouble and offer support in solving problems that torment, worry and disturb them.

Describe in your own words the objectives of the Are you OK campaign:

### **GET IN TOUCH: EVERYTHING IS OK!**

Now think about all the ways the list you made can be useful to help your peers solve the problem they are facing. Choose one of the problems from the list of available services that you have developed, design and describe a scenario in which a person has a certain problem, and in solving which a young person is helping by starting the conversation with the question "Are you OK?". End the story in a way that shows the power of community and how proactive peers can be an important ally in creating a world where no one is alone, where everyone has adequate support to solve the problems or challenges they face.



Send the finished story by message to the nearest Ba a Man Club. The best stories will be published on official BMC channels, as well as within the implementation of the “Are you OK?” campaign. Regardless of whether the story has been published or not, write 10 excellence points in the I am talking column.

### **App challenge: Are you PRO?**

Do you like developing applications for phones or computers and think that your knowledge and skills exceed the average of your peers? Do you think you are a PRO or want to think so? We invite you to use your knowledge and create an application that will offer young people information about available services for young people, in a creative and interesting way. There is only one rule! Information must be correct and verified! Everything else is up to you!

Send a link to your application to the e-mail address of the nearest partner organization in your country. The best applications will become available on all BMC and YMI online channels. Enter 30 excellence points for demonstrated skills in coding and/or programming in the I am PRO column.

Finally, calculate the achieved results and write them in the Success Diary.

### **DETECTOR OF EXCELLENCE**

<b>I KNOW EVEN MORE</b>	<b>MAP OF AVAILABLE SERVICES</b>	<b>I AM TALKING</b>	<b>I AM PRO</b>	<b>Sum of Level 16 Excellence Points</b>



# Level 17:



## Adolescent pregnancy

### REFERENCE

Program Y – Innovative Approaches in GBV Prevention and Healthy Lifestyle Promotion for Young Men and Women

### WORKSHOP

ADOLESCENT PREGNANCY / Page: 191

In the workshop “Adolescent Pregnancy”, you talked about Nikola and Ana and the situation they found themselves in. In the first part of the story, we meet Ana and Nikola. Ana is \_\_\_\_ years old, and Nikola is \_\_\_\_\_, and they both live in Banja Luka. It was love at first sight! They both could not wait to see each other, and only three days later they met again, and then they saw each other every day.

When the opportunity presented itself, Nikola invited Ana to come to him, to which Ana agreed. What happened next?

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In writing this workbook, we decided to change the story, and we will do it with your help. Let's go back to the second part of the story in which Nikola invites Anna. Since Nikola was thinking about what might happen after Ana arrived, should he have been prepared and informed about the available contraceptive methods and obtained a specific contraceptive or was it Ana's responsibility? Circle one of the offered answers:

- A. It was Nikola's responsibility and he should have informed himself and purchased appropriate contraceptive**
- B. It was Ana's responsibility and unplanned pregnancy is an issue that women should be aware of**
- C. It is a shared responsibility, both should have been informed about the choice of contraception**

Answer<sup>33</sup>

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33. If you answered C, write 10 excellence points in the Task 1 column. If you answered differently, read the text below and solve this task again.

## **Who should think about contraception?**

It is quite clear that both have an equal responsibility to inform themselves and, based on that, make informed decisions about whether they are ready and, if so, what they can do to make their experience safe and pleasant. In the continuation of our story, Ana and Nikola decided to find information about contraception. They did not talk about it, they simply wanted to protect themselves and the person they love and decided to find verified and accurate information about risks, but also ways to prevent risks that may appear as a consequence of risky sexual behavior.

Due to the feeling of shame, but also due to the lack of information, many of Nikola's peers find information about sexuality and methods of protection by talking to their peers. However, there are also those who find such information on the websites of organizations and institutions dealing with sexual and reproductive health. In many cities there are counseling centers for young people and organizations that organize educational workshops for young people, so these are also places where you can find a lot of information, and acquire knowledge and skills that can be useful for a safer and more pleasant sexual life.

Let's continue the story! Ana knows that there is a counseling center for young people in her town, and considering that almost all counseling centers provide counseling services via e-mail, Ana sent an inquiry about what she should learn and know, so that her first intercourse would be safe and to protect herself from unplanned pregnancy. Nikola found a website that provides verified information about contraception, and the 'Ask an Expert' service is also available, so he will use that as well.

### **Get involved and explore: Where to find information about contraception?**

Informacije o kontracepciji moguće je pronaći na različitim mjestima, no veoma je važno voditi računa da je izvor informacija provjeren i kredibilan. Osoba informacije može dobiti posjetom savjetovalištima za seksualno i reproduktivno zdravlje. Mnoge zdravstvene institucije pružaju provjerene i tačne informacije, a dostupna su i savjetovališta i web stranice koje nude provjerene informacije o kontracepciji. Pojedine nevladine organizacije pružaju usluge edukacije i savjetovanja o kontracepciji i drugim pitanjima seksualnog i reproduktivnog zdravlja i prava. Pronađi najbliže savjetovalište koje pruža usluge savjetovanja o kontracepciji i/ili seksualnom i reproduktivnom zdravlju i unesi tražene podatke. Upiši službeni naziv ustanove i navedi tip ustanove. Možeš odabrati jednu ili više ponuđenih opcija, npr. savjetovalište i nevladina organizacija. Zatim stavi X u prazna polja pored usluga koje ta ustanova pruža, a na kraju, upiši i kontakt informacije te ustanove. Potrebno je da pronadeš slijedeće ustanove, organizacije i provjerene izvore informacija:

- **Health institution**
- **Counseling center for sexual and reproductive health**
- **Non-governmental organization dealing with sexual and reproductive health**
- **A website that provides verified and accurate information about contraception**

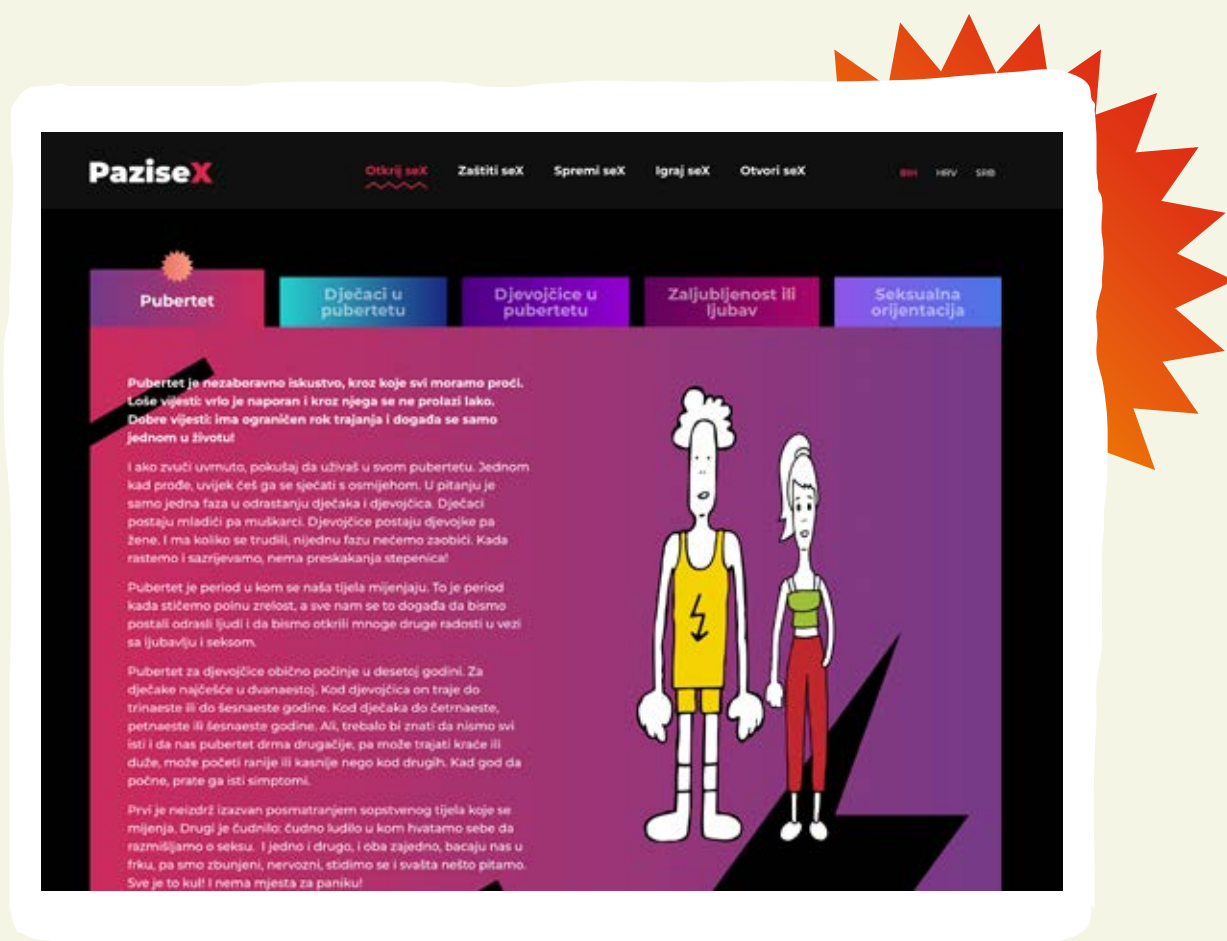
Research and find the four nearest institutions in your or the nearest city, enter the required information and send an e-mail to [workbook@future4youth.net](mailto:workbook@future4youth.net). If you have solved the task and sent your work to the suggested e-mail address, add 10 excellence points to the Excellent I column.

Name and type of institution	Types of services available	Contact information
<b>Name:</b>  <b>Type of institution:</b>	Counseling center <input type="checkbox"/> Youth Services <input type="checkbox"/> Web page <input type="checkbox"/> Brochures <input type="checkbox"/> Educations <input type="checkbox"/> Free checkups <input type="checkbox"/> Books <input type="checkbox"/> Commercial checkups <input type="checkbox"/> Free contraceptive methods <input type="checkbox"/> Other services:	City: Address: Phone: E-mail: Web:
<b>Name:</b>  <b>Type of institution:</b>	Counseling center <input type="checkbox"/> Youth Services <input type="checkbox"/> Web page <input type="checkbox"/> Brochures <input type="checkbox"/> Educations <input type="checkbox"/> Free checkups <input type="checkbox"/> Books <input type="checkbox"/> Commercial checkups <input type="checkbox"/> Free contraceptive methods <input type="checkbox"/> Other services:	City: Address: Phone: E-mail: Web:
<b>Name:</b>  <b>Type of institution:</b>	Counseling center <input type="checkbox"/> Youth Services <input type="checkbox"/> Web page <input type="checkbox"/> Brochures <input type="checkbox"/> Educations <input type="checkbox"/> Free checkups <input type="checkbox"/> Books <input type="checkbox"/> Commercial checkups <input type="checkbox"/> Free contraceptive methods <input type="checkbox"/> Other services:	City: Address: Phone: E-mail: Web:
<b>Name:</b>  <b>Type of institution:</b>	Counseling center <input type="checkbox"/> Youth Services <input type="checkbox"/> Web page <input type="checkbox"/> Brochures <input type="checkbox"/> Educations <input type="checkbox"/> Free checkups <input type="checkbox"/> Books <input type="checkbox"/> Commercial checkups <input type="checkbox"/> Free contraceptive methods <input type="checkbox"/> Other services:	City: Address: Phone: E-mail: Web:

## **Info zone: Pazi sex! (Watch out! Sex!)**

Have you had the opportunity to visit a website dedicated to providing verified and customized information on sexuality, sexual and reproductive health and other related topics? The site is intended for young people and provides important and interesting information about sexuality and reproductive health in an interactive way. The site is customized to the older age of primary school and young people in secondary schools, and we are sure that students and young parents can also find a lot of useful and verified information.

If you want to get information about puberty, risks and methods of protection, love and violence in relationships, Pazi.sex is a place where you can find a lot of information, and the FAQ section provides an insight into the questions that your peers ask our professionals. It is important to point out that you can ask the question yourself. You will easily find a chat box through which you can contact us.



*"Together with young people who are members of Be a Man Clubs across the Balkans, we designed a new visual solution for the website that offers reliable information and a safe space for research and asking questions about topics that every young person thinks about." – SMART KOLEKTIV*

Link: <https://pazisex.net/>

## HOW TO PROTECT YOURSELF?

When we talk about Ana and Nikola, the two do not know each other and Ana does not know if Nikola had a relationship with another girl before that and if he used protection. If he had intercourse and did not use protection, there is a risk that Nikola got some sexually transmitted infection that he could transmit to Ana. In that case, it is necessary to choose a method that protects against sexually transmitted infections and unplanned pregnancy, and we call these methods dual protection. Do you know what protection methods are involved? List below which methods offer dual protection:

1. \_\_\_\_\_

2. \_\_\_\_\_

### Answer<sup>34</sup>

Other methods of contraception only provide protection against unplanned pregnancy and do not provide any protection against sexually transmitted infections. Below, research which methods of contraception protect against unplanned pregnancy and make a poster illustrating or drawing individual methods of contraception, listing two key features of each method. On the poster, write what contraceptive methods are and why it is important to learn about contraception. Mark (circle) the two methods of contraception that you think are the best solution for Ana and Nikola. Look at our solution and check if you made the right choice for the characters from our story.

### CONTRACEPTION

Contraception is ...

Learning about contraception is important because ...

34. The correct answer is: Male condom and female condom. If you got one answer right, add 5 excellence points in the Task 2 column. If you got both answers right, add 10 points in the same column. If you did not give the correct answer, never mind, you have just learned that only male and female condoms offer protection against STIs and unplanned pregnancy. So add 5 points to yourself.

**CHALLENGE: WATCH OUT PRO!**

If you think that your skills in graphic design or drawing exceed the social average, we invite you to the challenge! Use your knowledge and skills and create a drawing that clearly shows the different methods of contraception. Send your work to [workbook@future4youth.net](mailto:workbook@future4youth.net) and maybe your work will be chosen for one of our educational and informative materials. The top 10 works will be permanently displayed in the resource section for educators and teachers at <https://www.program-y.org/>. Add 30 excellence points in the Watch out Pro column.

**END OF STORY**

Describe to us the way you would end the story of Nikola and Ana. Describe the story in a way that demonstrates the power and importance of making informed decisions and how shared concern for safety can have a positive impact on the outcome of this story, just as it would in reality. What happened to our characters from the story and did their love survive? Maybe one of them found information or advice on our website Pazi.sex. Open the door to your creativity and inspire us!

**END OF STORY:**



Below, calculate the total result and enter it in the Success Diary.

**DETECTOR OF EXCELLENCE**

TASK 1	EXCELLENT 1	TASK JA	WATCH OUT PRO	Sum of Level 17 Excellence Points

# Lelev 18:

## Health, STIs, and HIV and AIDS

**REFERENCE** Program Y – Innovative Approaches in GBV Prevention and Healthy Lifestyle Promotion for Young Men and Women

**WORKSHOP** HEALTH, STIS, AND HIV AND AIDS / Page: 200

Welcome to the penultimate level. We hope you are ready for the remaining challenges that await you in this and the last level of the workbook. In the workshop “Health, STI, and HIV and AIDS”, you learned that in addition to unplanned pregnancy, unprotected sex carries the risk of transmitting sexually transmitted infections that are also present in your country. You have learned that some sexually transmitted infections can facilitate the transmission of HIV, so that is another reason why it is important to learn and talk about these infections and ways to protect yourself. You also talked about why it is important to detect certain infections in time and treat them in a timely manner.

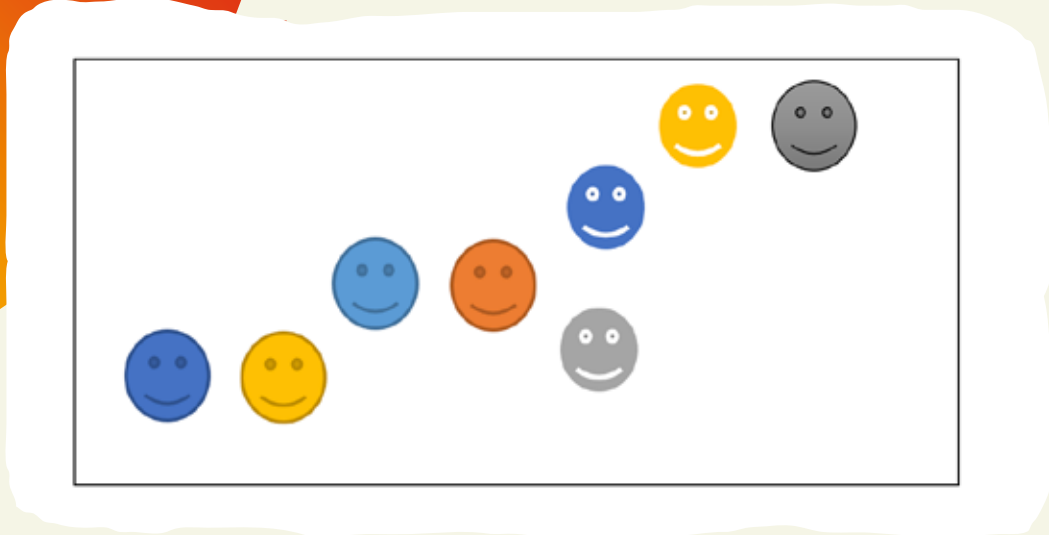
According to the type of causative agent, sexually transmitted infections are divided into bacterial, \_\_\_\_\_,<sup>35</sup> fungal and parasitic. Many viral infections cannot be completely cured, only treated. If not detected and treated, sexually transmitted infections can lead to various consequences, and it is possible to transmit them to others.

### What are risky behaviors?

Risky behavior is any sexual or non-sexual behavior that carries a risk of transmitting sexually transmitted infections. A person may practice risky sexual behaviors (vaginal, oral and/or anal sex) or non-sexual behaviors (sharing razors, non-sterile equipment for piercing and tattooing, non-sterile equipment for injecting drugs, accidental stick a contaminated needle or sharp object). When we talk about risky relationships, a relationship with a person who has had one partner and with a person who has had three or more sexual partners is not equally risky. But this is where the story gets tangled. To make it easier for you to understand what it is about, please prepare a pencil, an eraser and follow the instructions carefully. We start from the left side. In the lower left corner you see two emoticons. A blue emoticon and an orange one represent a couple. The two are in a relationship and have had sex. When the orange emoticon asked the blue one if he had had a relationship before, the blue one said no. That is why there are no other emoticons

35. Answer: If you answered VIRAL, enter 10 excellence points in the Task 1 column. If you did not answer correctly, enter 0.





next to him. When the blue emoticon asked the partner if she had previous sexual experience, she said yes, she had one partner before him. That does not seem so risky, does it? Draw a line from the orange emoticon to the one above (light blue). But what the orange emoticon did not know was that her previous partner had two partners (draw lines to the gray and purple emoticons). The purple emoticon also had a partner who had also had a partner before him. Now that you have drawn the lines between them all, go back to the beginning, to our first two emoticons. The blue emoticon had a relationship with the orange emoticon, but also with all previous partners who are connected to each other through previous sexual relationships. This shows in the best way that the risk does not depend only on the partner with whom a person has or plans to have sexual relations, but also on the behavior and risks to which all connected partners in a streak have exposed themselves. This streak is broken by \_\_\_\_\_<sup>36</sup>, so if an infection occurs among any of the partners you previously connected with, that transmission can be broken by using adequate protection. But the matter becomes even more complicated if one of the partners used non-sterile accessories when tattooing or using illegal psychoactive substances. These behaviors add new risks and allow the transmission of very dangerous infections, some of which can also be sexually transmitted. Do you know what these infections are:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

Answers<sup>37</sup>



36. Using protection (male and female condoms), but in some cases even a condom does not provide complete protection. It depends on the type of infection, the place where it is located, the stage of the disease and the type of risky behavior.

37. HIV, Hepatitis B and Syphilis (syphilis in the advanced stage of the disease)

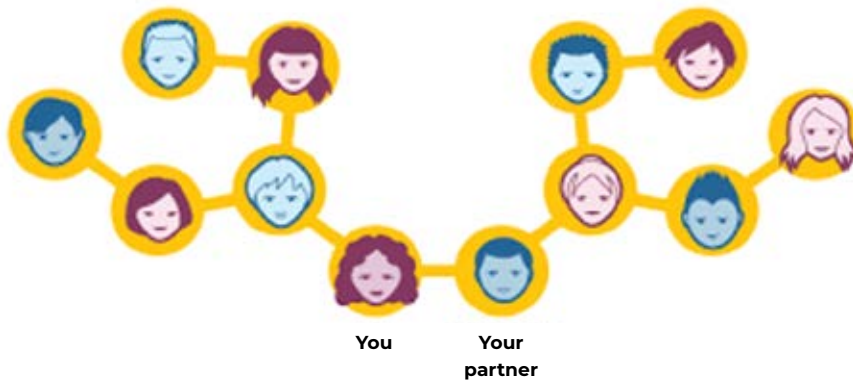
Before entering into sexual intercourse, it is useful to get acquainted with the sexual history of the partner, which can be useful in assessing whether and why it is important to use protection.

Below, answer the question: Can a person look completely healthy, but be infected with one or more sexually transmitted infections:

**A.** Yes, a person can appear healthy with no visible signs of infection/disease, yet be infected with one or more infections. With many infections, a person may not have symptoms, but may have an advanced disease and can easily transmit the infection to others

**B.** No, all sexually transmitted infections have visible symptoms and it can be clearly seen that a person is infected and/or diseased. Assessing appearance can be a useful way to assess whether a relationship with that person is risky or not.

Answer<sup>38</sup>



38. The correct answer is A. A person can appear healthy while being infected with one or more infections. With many infections, a person may not have symptoms, but may have an advanced disease and can easily transmit the causative agents of the infection to others. If you answered YES, add 10 points in the Task 2 column. If you answered incorrectly, reduce the score by 3 points.

## **What to do?**

Below you will find a story about Damir, which describes the situation in which Damir found himself. Damir is scared and confused and turned to you for help. What would you advise him?

### **Damir**

Last month, at a party organized by his best friend, Damir had unprotected sex with a girl he saw for the first time that night. Although he knew nothing about her, he decided to do it without using protection. A few weeks later, Damir noticed a strange and painful discharge that worried him a lot. Last week he went out with Ajla, the girl he is madly in love with, but only recently he got the chance with her and they started dating. Ajla invited Damir to her house because she will be alone tonight, but Damir is at a loss as to what to do. What if Ajla wants to take it a step further? He does not want to put her at risk and is not sure if he should go to Ajla. He asked you for advice. What would you advise him?

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### **DETECTOR OF EXCELLENCE**

<b>TASK 1</b>	<b>TASK 2</b>	<b>Sum of Level 18 Excellence Points</b>

# Level 19:



## What comes to mind?

### The meaning of caregiving



**REFERENCE** Program Y – Innovative Approaches in GBV Prevention and Healthy Lifestyle Promotion for Young Men and Women

**WORKSHOP** WHAT COMES TO MIND? / Page: 230

Dear you, we have reached the last level in Workbook Y. Congratulations! But there is one more level left and several interesting tasks that will help you learn more about caring for others and yourself.

In the workshop "What comes to mind?", you talked about what it means to care for others and you learned that caring for others means: \_\_\_\_\_

\_\_\_\_\_

But let's go back to the workshop for a moment. During the workshop, the educators asked you to think about your lives since you were children and then try to recall situations in which you witnessed the scene of caregiving. We will now ask you to draw that scene and to describe the feelings associated with that special moment. In the box "My experience with caregiving", draw the moment you imagined in the workshop, and if you remembered another similar moment in the meantime, draw that one. In the upper part, draw bubbles and write down the feelings you can remember that you felt or are currently feeling in relation to that moment. Maybe it is feelings of security, comfort, love or some other feelings.

#### MY EXPERIENCE WITH CAREGIVING

## PARENTHOOD AND CAREGIVING

A baby, a toddler and a child who has just started school are significantly different and each of them requires a different approach and level of care that will help them grow up safely and carefree and achieve the developmental goals that are in front of each of them. Being a parent means being responsible for the safe and adequate upbringing of a child, and that brings many responsibilities and challenges.

Before and after having a child, parents need to understand how children grow and develop. Different developmental stages of a child imply different needs that the child has, therefore parents should continuously learn and acquire the knowledge necessary to help the child on the path of his/her development. Teaching a child what is right and what is wrong, what is safe and what is not, are very demanding tasks before every parent. Parents should provide children with a stimulating environment that encourages them to learn, and this is possible through play and various types of fun and educational activities that parents can do with children. The emotional development of a child implies that parents know how to respond to the child's emotional needs and teach the child to understand his/her own feelings, but also to be aware of the feelings of others.

## SETTING BOUNDARIES

Boundaries represent the lines of acceptable and unacceptable behavior in certain activities or relationships with others. By setting boundaries, parents help children feel safe, as they develop a sense of where they stand in relation to the risks that may threaten them.

Think about your childhood, do you remember strict rules (rigid boundaries) or did you grow up in a family where you could do whatever you wanted (no boundaries)? Or were you somewhere in between?

### Additional consideration?

- ◆ Were you able to clearly say what you were thinking and feeling?  
\_\_\_\_\_
- ◆ Was your point of view respected when setting boundaries?  
\_\_\_\_\_
- ◆ Did you get all the answers to your questions about acceptable and unacceptable behaviors? \_\_\_\_\_
- ◆ Did it always go your way in the end? \_\_\_\_\_
- ◆ Have you always been told "no"? \_\_\_\_\_
- ◆ How did you feel in such a relationship? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

When talking about setting rules and building relationships based on trust, it is helpful to understand the two extremes of boundary setting:

<b>Rigid boundaries</b>	<b>The parent has all the power. There is no two-way communication because the parent is always right</b>
<b>Consequences</b>	<b>It can lead a child to withdrawal or rebellion</b>
<b>Rigid boundaries</b>	<b>The child has all the power</b>
<b>Consequences</b>	<b>The child may rebel and feel insecure. A parent's words have no effect on a child</b>

It is quite clear that the key is to strike a balance. Talking and respecting the child's opinion and providing adequate information can be useful in understanding the set limits and possible consequences of not adhering to the set limits. Parents need to understand how the child feels and what he/she thinks about a certain issue, and communication about feelings and concerns can be an important prerequisite in building healthy relationships and healthy emotional development of the child. But sometimes it is important to set boundaries, regardless of the child's feelings, especially when those boundaries protect the child from possible risks and consequences.

This is the last level and we are sure that you have already acquired new knowledge about what caregiving is, so add 5 excellence points in the I know column.

### **GENDER AND SOCIAL NORMS AND BOUNDARIES**

But sometimes the boundaries can be unfair and set based on social inequalities and social norms. Research and write about how parents can, following rigid gender and social norms, set unfair boundaries that limit young people from achieving their maximum.

#### **GENDER NORMS AND UNFAIR BOUNDARIES**

## **Behaviors of parents and guardians**<sup>39</sup>

Below, we need your help again. Think about your upbringing and circle the words that can describe what you experienced as a child from your parents/guardians.

<b>Complaining</b>	<b>Anger</b>	<b>Honesty</b>	<b>Changing their minds</b>	<b>Encouragement</b>
<b>Yelling</b>	<b>Patience</b>	<b>Trust</b>	<b>Teasing</b>	<b>Strictness</b>
<b>Consistency</b>	<b>Be ridiculed</b>	<b>Blaming</b>	<b>Being too busy</b>	<b>Using violence</b>
<b>Be loved</b>	<b>Smack</b>	<b>Listening</b>	<b>Sharing</b>	<b>Fear</b>
<b>Hugging</b>	<b>Being disinterested</b>		<b>Valuation</b>	<b>Boundaries</b>

Think about the words you circled and arrange them according to the categories "useful in parenting" and "useless in parenting" by writing the word from the table above in one of the two corresponding columns.

<b>USEFUL IN PARENTING</b>	<b>USELESS IN PARENTING</b>

Below, think about each individual term, answering the questions. Repeat this for each term because you will use the final choice of terms to solve the last task.



39. Adapted from: Parenting worksheets. Communication Worksheet. Available at: [http://www.safeguardingsheffield-children.org/assets/1/parenting\\_worksheets.pdf](http://www.safeguardingsheffield-children.org/assets/1/parenting_worksheets.pdf)

### Questions for reflection:

Useful in parenting

- ◆ Why do you think it is a useful characteristic/behavior?
- ◆ What emotions does this characteristic/behavior evoke in the child?
- ◆ In what ways does it contribute to the caregiving and quality upbringing of the child?

Useless in parenting

- ◆ In what ways does this behavior adversely affect the child's upbringing?
- ◆ What feelings does this behavior or characteristic produce?

### Think and describe

Below, think about the positive characteristics that you singled out in the "useful in parenting" category, write them in the "characteristics/behaviors" column and describe how the same characteristics help in building and preserving healthy friendly relationships.

CHARACTERISTICS/BEHAVIORS	Positive outcome on friendly relationships

It is quite clear that caring for others is not reserved only for family members. Friends also take care of each other, work colleagues do the same, as do partners or crushes.

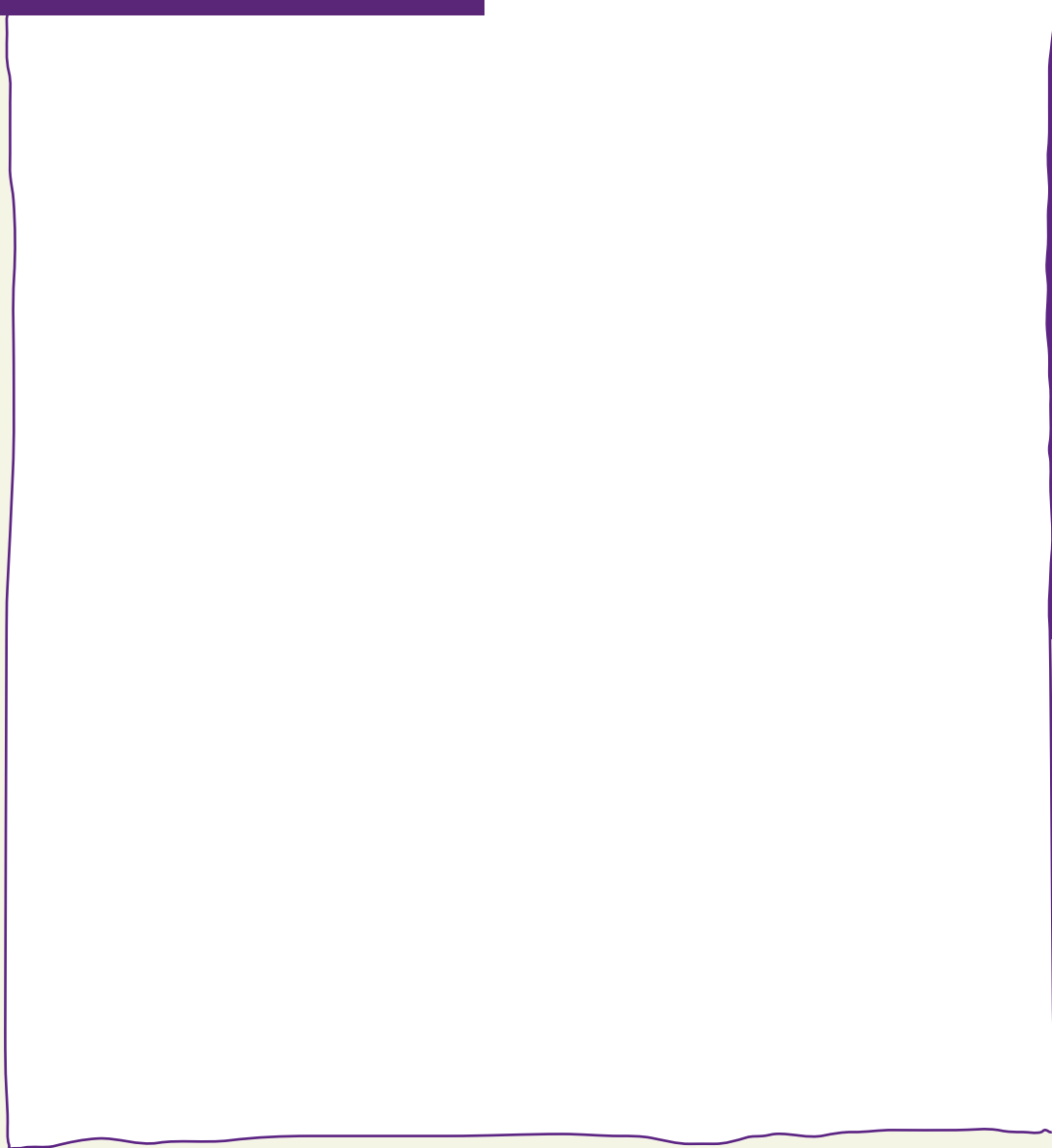


## **TASK: FURTHER RESEARCH AND DRAW**

The last task of the Workbook Y requires additional research on responsible parenting, but also the application of the knowledge you have acquired during the implementation of the previous levels and associated activities and tasks.

The first part of the task involves creating a "Super Dad" or "Super Mom" drawing. Draw a silhouette of an adult, male or female. Assign to that character the best traits that you have previously identified as useful in parenting. Add as much as you think is needed. Draw bubbles next to each trait and describe why that trait/behavior is important and useful in parenting. At the end of the first part of the task, assign a name to your super parent.

### **EXPLORE AND DRAW FURTHER**



## **Parents of the 21st century**

By participating in the workshops of the Program Y and completing the tasks of the Workbook Y, you learned about the different challenges that young people face during their growing up. You learned that youth can be joyful and fun, but at the same time, there are circumstances that put young people at increased risk of endangering their safety or the safety of others. You learned about gender norms and the influence of these norms on the attitudes, decisions and behaviors of young people. We paid special attention to understanding the impact of rigid gender norms on risks and endangering the rights of those who are limited, excluded or placed in an unfavorable social position by such norms. You have learned the most common problems, but also the most effective strategies that can help young people overcome the challenges and problems of growing up in the best interest of health and safety. The last workshops and activities of Workbook Y opened up the topic of parenting and caregiving, and now we want to ask you to translate everything you learned into a letter to parents of the 21st century, stating what are the most common concerns of young people and how parents can help them achieve their maximum, free from violence, practicing healthy lifestyles. Write about the importance of gender equality and what you think parents should do so that their children practice gender equal attitudes, promote tolerance and non-violent relationships.

We think that you deserve to add 20 points for the knowledge gained in this level and that by participating in the last level you have acquired new knowledge that can be useful to you in caring for others. Also, these skills are important to take care of yourself. Enter the points in the column I take care of you and myself.

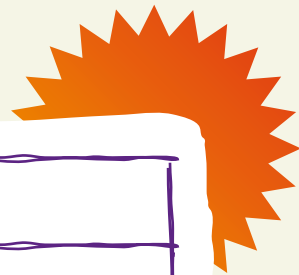
### **Alternative task: Parents in the future**

This task will allow you to check in 10 years whether and to what extent you have adopted positive and useful parenting traits that you previously identified as useful in parenting. Send a drawing of your super parent and write a letter to your future self.

Send your drawing to e-mail: [info@future4youth.net](mailto:info@future4youth.net) and send a unique identification code. You will create it by following the instructions in the table below, and by filling in the fields you will create a unique code. You will use this code to identify your work among many others that will also be submitted by your peers. After 10 years you will be able to access your work and read the message you sent yourself 10 years ago. From that message, we are sure, you will learn all kinds of things. See you in 10 years :)



Don't forget to add 15 points in the Impact evaluation section.



Instruction	Code
First letter of mom's name	
Last two numbers of your year of birth	
Last letter of your name	
Month of your birth (number)	
First two letters of your city	

It remains to calculate the excellence points of the last level and enter the results in the provided places.

#### DETECTOR OF EXCELLENCE

I KNOW	I TAKE CARE OF YOU AND MYSELF	IMPACT EVALUATION	Sum of Level 19 Excellence Points



# Success Diary



In this section, you record the results after each completed activity. We suggest that you write down the results with a graphite pencil, which you can later erase. The reason is simple: this workbook gives you the possibility to go back to the beginning or any part of the workbook and try to get a better score. Also, we have extended some of the workbook's activities to the online space, and participating in them opens up the possibility of winning additional points and even prizes.

The points awarded to you by the Be a Man Clubs and professionals who respond to the activities of the games and challenges of this workbook, you can subsequently add to the total of the previous score of that activity. This is another reason why it is important to use a pencil whose writing you can later erase and correct as needed.

At the end of the last activity, by summing up the results of all the activities, you arrive at the total result with which you win one of the three titles. Finally, we invite you to complete an online test that will win you one of three online certificates:



Everyone who wins the mentioned certificates automatically becomes a member of "**SUPERMAN 2.0**" or "**SUPERGIRL 2.0**", and only members will know and may know what kind of mystical society it is.

After entering the results, move on to the next activity, and enter the results of each activity after completing each of the 19 levels of the Workbook Program Y.



**Milestone 1: What is this thing called gender?**

TOTAL NUMBER OF POINTS EARNED: \_\_\_\_\_



**Milestone 2: Act like a man, act like a woman**

TOTAL NUMBER OF POINTS EARNED: \_\_\_\_\_



**Milestone 3: Expressing my emotions**

TOTAL NUMBER OF POINTS EARNED: \_\_\_\_\_



**Milestone 4: A live fool or a dead hero**

TOTAL NUMBER OF POINTS EARNED: \_\_\_\_\_



**Milestone 5: Understanding the cycle of violence**

TOTAL NUMBER OF POINTS EARNED: \_\_\_\_\_



**Milestone 6: Labeling**

TOTAL NUMBER OF POINTS EARNED: \_\_\_\_\_



**Milestone 7: Power and relationships**

TOTAL NUMBER OF POINTS EARNED: \_\_\_\_\_

**Milestone 8: Aggressive, passive or assertive**

TOTAL NUMBER OF POINTS EARNED: \_\_\_\_\_

**Milestone 9: Breaking the silence and getting help**

TOTAL NUMBER OF POINTS EARNED: \_\_\_\_\_

**Milestone 10: What do I do when I am angry?**

TOTAL NUMBER OF POINTS EARNED: \_\_\_\_\_

**Milestone 11: What are drugs?**

TOTAL NUMBER OF POINTS EARNED: \_\_\_\_\_

**Milestone 12: Drugs in our lives and communities**

TOTAL NUMBER OF POINTS EARNED: \_\_\_\_\_

**Milestone 13: Pleasures and risks**

TOTAL NUMBER OF POINTS EARNED: \_\_\_\_\_

**Milestone 14: Talking about alcohol and alcoholism**

TOTAL NUMBER OF POINTS EARNED: \_\_\_\_\_

**Milestone 15: Caring for oneself: Men, women, gender and health**

TOTAL NUMBER OF POINTS EARNED: \_\_\_\_\_

**Milestone 16: I am at risk when ...**

TOTAL NUMBER OF POINTS EARNED: \_\_\_\_\_

**Milestone 17: Adolescent pregnancy**

TOTAL NUMBER OF POINTS EARNED: \_\_\_\_\_

**Milestone 18: Health, STIs, and HIV and AIDS**

TOTAL NUMBER OF POINTS EARNED: \_\_\_\_\_

**Milestone 19: What comes to mind? The meaning of caregiving**

TOTAL NUMBER OF POINTS EARNED: \_\_\_\_\_

**The ultimate goal:**

Dear you,

We congratulate you on your success and we are glad that through the activities of this workbook, we have contributed to improving your knowledge, revising and possibly changing your attitudes, which we are sure will be an important factor in building a world in which all young people and adults have the opportunity to realize themselves at their maximum potential, free from violence, stigmatization and discrimination, in a just and tolerant world that celebrates human rights and ensures equality and equity.

In our real and virtual reality, there are people who are making extraordinary efforts to make this world a better place. Their dedication is a very strong quality that not all people have and they are a kind of superheroes of our time. But maybe you are also a super hero or a super heroine, and we can find that out based on the results you achieved.

Below, add up the results of each level and check which level of BMC excellence you belong to. Each of them makes exceptional and special people and even now, while reading this text, you are exceptional and so is your knowledge. We hope that you will use your kindness and knowledge, your super powers, worthy of the title you have just won.

**YOUR TOTAL SCORE OF ALL LEVELS IS: \_\_\_\_\_**

**BETTER THAN THE BETTER****SUPER HERO****SUPERMAN**

Total score: 200-349 poena

Total score: 350-549 poena

Total score: 550-653 poena

**Description:**

Your exceptional knowledge and skills make you special and better than the better ones in your environment. Understanding the world around you allows you to make decisions that are in the best interest of your health and the health of the people around you. You want the people around you to live free from the shackles of prejudice, and you skillfully oppose them. For you, the words I don't know mean I want to know, so you perceive every mystery or unknown as an extraordinary and exciting opportunity to know more and better, about yourself and others. That is why you are in constant motion to explore, learn and be better than the better.

**Description:**

You are a super hero ready to help others, even if it means risking yourself to be exposed to unwanted circumstances. You take care of how the people around you feel and you don't allow social stereotypes to contribute to the inequalities and disadvantage of others. You have super powers to change the attitudes and knowledge of others and you use that power selflessly. Being your friend means having a person next to you who you can rely on and from whom you can learn a lot.

**Description:**

You not only recognize harmful norms, you change them and create a world where people celebrate equality, equity and diversity. You have knowledge and skills that can make you a great leader, influential among your peers, friends and beyond. You enjoy breaking down prejudices and ignorance, and your critical thinking, problem-solving and decision-making skills are an important resource for building a world where violence and inequality have no place.

**BETTER THAN THE BETTER****SUPER HEROINE****SUPERGIRL**

Total score: 200-349 poena

Total score: 350-549 poena

Total score: 550-653 poena

**Description:**

Your exceptional knowledge and skills make you special and better than the better ones in your environment. Understanding the world around you allows you to make decisions that are in the best interest of your health and the health of the people around you. You want the people around you to live free from the shackles of prejudice, and you skillfully oppose them. For you, the words I don't know mean I want to know, so you perceive every mystery or unknown as an extraordinary and exciting opportunity to know more and better, about yourself and others. That's why you are in constant motion to explore, learn and be better than the best.

**Description:**

You are a super heroine ready to help others, even if it means the risk of being exposed to unwanted circumstances yourself. You take care of how the people around you feel and you don't allow social stereotypes to contribute to the inequalities and disadvantage of others. You have super powers to change the attitudes and knowledge of others and you use that power selflessly. Being your friend means having a person next to you who you can rely on and from whom you can learn a lot.

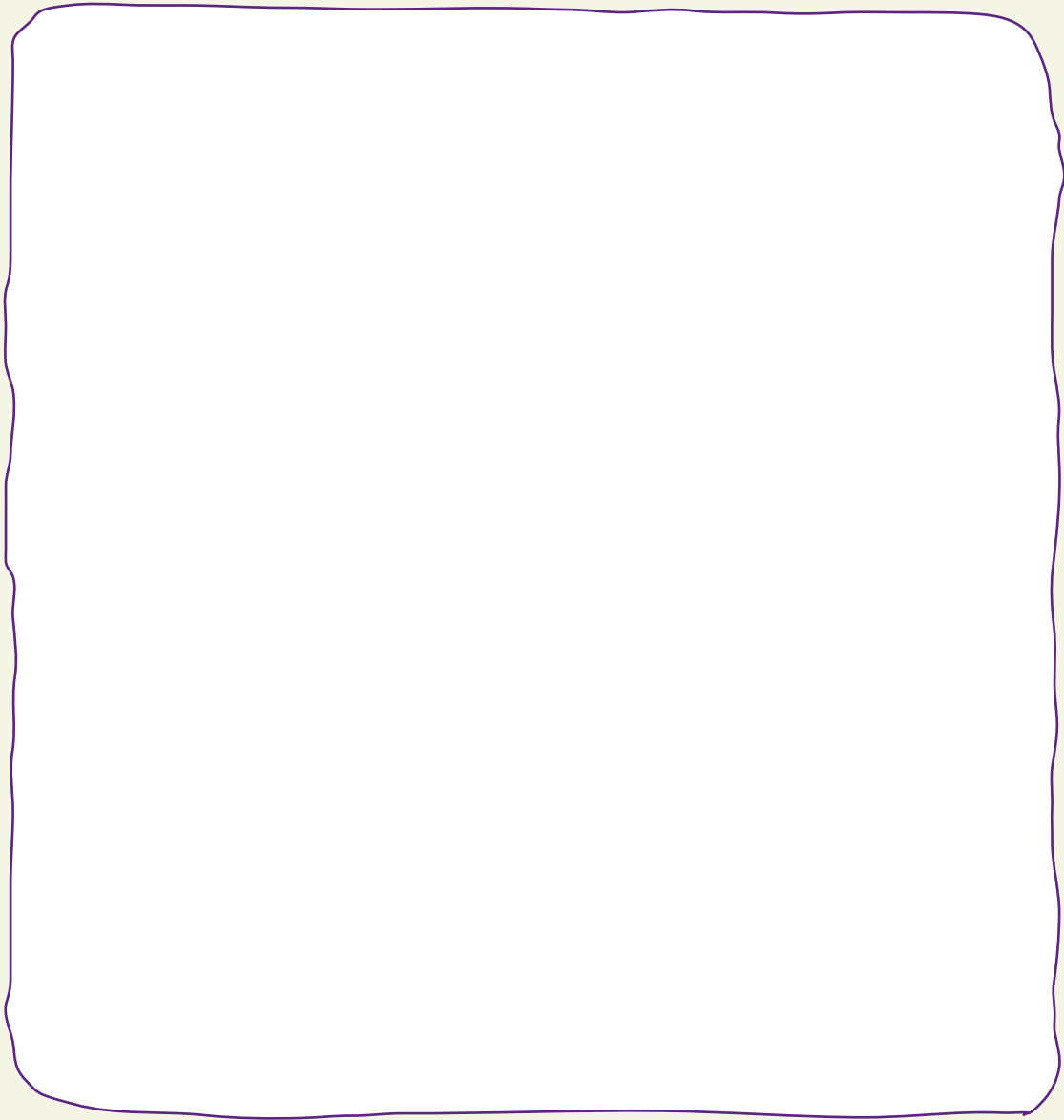
**Description:**

You not only recognize harmful norms, you change them and create a world where people celebrate equality, equality and diversity. You have knowledge and skills that can make you a great leader, influential among your peers, friends and beyond. You enjoy breaking down prejudices and ignorance, and your critical thinking, problem-solving and decision-making skills are an important resource for building a world where violence and inequality have no place.



## FINAL TASK

There is one more task left before we part ways. Draw your ideal character now that you have successfully mastered the educational challenges that are part of Workbook Y.



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**Now turn your drawing from the beginning of this book and compare the differences. Right? The differences are visible!**

Congratulations on becoming a better version of yourself! We are honored and pleased to have participated in it.

Your friends from the Young Men Initiative network and Be a Man Clubs!

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# Additional resources

## WEB PAGES:

CARE International Balkans: [www.care-balkan.org](http://www.care-balkan.org)

Young Men Initiative: <https://youngmeninitiative.net/bs>

Online course Program Y <https://edu.program-y.org>

Pazi Sex (Watch out! Sex!), web site: <https://pazisex.net>

## PARTNERS:

IPD: <https://ipdbih.org/>

Perpetuum: <https://www.pm.rs.ba/bh/>

Centar E8: <http://e8.org.rs/>

Status M: <https://www.status-m.hr/>

Youth Power: <https://www.youth-power.org/>

SIT: <https://sit-ks.org/>

Smart kolektiv: <https://smartkolektiv.org/>

CRPM: <https://crpm.org.mk/>

Act for Society <https://www.actforsocietycenter.org/>


YMCA: <https://www.ymcakosovo.com/>

**ONLINE RESOURCES, DOCUMENTS AND WORKING MATERIALS are available on the website** <https://youngmeninitiative.net/en/resources/>

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