SAFEBOOK

SAFEBOOK 2ND EDITION

A manual on **youth safety**

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SAFEBOOK 2ND EDITION

A MANUAL ON YOUTH SAFETY

WRITTEN AND EDITED BY

KOM 018 - CLUB FOR YOUTH EMPOWERMENT 018

IN PARTNERSHIP WITH

YOUTH CENTER PERSPEKTIVA - ALBANIA
BEYOND BORDERS – ITALY
IDEA FOR LIFE – POLAND
RED CROSS NOVO SARAJEVO – BOSNIA AND HERZEGOVINA
YOUTH CENTER – PERSPEKTIVA
JORDAN YOUTH INNOVATION FORUM – JORDAN
EURO-MED EVE - TUNISIA

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CHAPTER 1

INTRODUCTION

INTRODUCTION

ABOUT THE PROJECT

Club for Youth Empowerment 018 (KOM 018), Serbia would like to apply to Erasmus + program, for the CBY project "Safebook for safe youth" in cooperation with Beyond Borders – Italy, Idea for Life – Poland, Youth Center "Perspektiva" – Albania, Red Cross Novo Sarajevo – Bosnia and Herzegovina, Jordan Youth Innovation Forum – Jordan and Euro-Med EVE in Tunisia for the period of 24 months. The project idea is focused on the safety of young people, especially affected by COVID-19 pandemic. "Safebook for safe youth" project aims at promotion of safety culture among young people through newly developed manual "Safebook" for youth work in the field of youth safety (http://kom018.org.rs/wp-content/uploads/2022/03/ENG-Safebook-Manual.pdf) . The manual was produced through Strategic partnership in the field of youth in 2021 by the applicant Club for Youth Empowerment 018 (KOM 018) together with Beyond Borders – Italy, and partners from Croatia and North Macedonia and is recognized as a good practice project by Erasmus +. "Safebook" manual includes new and innovative methodologies and creative tools in the form of youth friendly manual for youth workers. Newly developed manual focuses on 5 segments of youth safety: peer violence, cyber bullying, abuse of psychoactive substances, discrimination, and mental health in time of COVID–19. Period of implementation: 01.01.2023 – 31.12.2024.

Project Aim: To motivate youth workers and young people to take more active role in promotion of safety culture.

Specific objectives:
· To equip youth workers and educators with skills and competences for the research
· To equip youth workers and educators with set of new educational tools in the field of youth safety focusing on 5 segments: peer violence, cyber bullying, abuse of psychoactive substances, discrimination and mental health in time of COVID–19 through new manual on youth safety "Safebook"
· To provide youth workers from 7 countries with skills and knowledge to use concept photo and videos as methods for the work in the field of youth safety.
· To network young people from 7 countries with different set of skills and tools to promote youth safety culture.

Work packages
The project includes 5 work packages:
WP1.Project Management and Implementation.
WP2. Research activities.
WP3. Training activities – empowerment of youth workers.
WP4. Awareness raising activities.

WP5.Dissemination activities

Main expected result of the "Safebook '' project and its activities is to develop and transfer new and innovative methodology and creative tools and to incorporate them in new and youth friendly manual for youth workers in the field of youth safety and security. Through development of this manual new opportunities for promotion and advancement of the certain areas in non-formal education but also in other sectors such as formal education and sport sectors, like prevention of discrimination, peer violence, cyber bullying, and abuse of psychoactive substances as well as protection of mental health of youth during COVID-19 will arise from multiplication and dissemination of the mentioned manual. Another important expected result upon the project completion is to have significant increase in capacity building activities and projects which are aiming at building the capacities of youth workers, peer educators, volunteers and activists in the areas which are the topic of this project. Finally, one of the expected results is the involvement of other youth NGOs and relevant institutions in the use of the newly developed tools. Project delivers this document in the form of written, youth friendly and innovative manual for youth workers in the field of youth safety.

CHAPTER 2

SITUATION ANALYSIS

SITUATION ANALYSIS

SERBIA

PEER VIOLENCE

The research conducted by National Youth Council in the second half of April 2023 highlighted a concerning trend among young people when it comes to violence. There has been no reduction in the percentage of young people exposed to various forms of violence and discrimination. In fact, in many categories, this percentage has increased. The data paints a troubling picture, revealing that 49% of young people reported experiencing physical violence, a notable increase from the previous year's 40%. Verbal violence witnessed a slight decrease from 73% to 71%, while the percentage of young people exposed to digital violence rose from 40% to 47%. According to the same research, violence, especially digital and verbal, has become a daily occurrence, primarily manifesting on social media platforms. The discussion revealed a connection between physical violence in schools and subsequent instances of digital and verbal violence. Experiences of discrimination were also explored, with 62% of young people indicating that they have been subjected to some form of discrimination, a slight decrease compared to the previous year. Notably, discrimination based on age decreased from 44% to 38%. However, violence motivated by personal characteristics remained consistent. This data significantly contributes to the sense of insecurity among young people, leading to a decline in self-worth and a desire to leave their environment. In response to these distressing findings, the Youth Council assembled to discuss preventive measures and activities to enhance the safety and mental health of young people. Proposals included the establishment of youth counselling centers in local communities, incorporating mental health professionals and youth workers. A campaign to promote the mental health of young people was also proposed but has not been formalized at the time of this report. In conclusion, the prevalence of peer violence remains a critical issue affecting the well-being of young people in Serbia. The proposed measures, if implemented, could play a pivotal role in creating a safer environment for the youth. However, the urgent need for concrete actions and systemic changes is evident, as the discussed measures are yet to be adopted.

CYBERBULLYING

In the realm of digital interactions, young people, considered digital natives, are facing a rising tide of cyberbullying. According to Alternative report on position and needs of young people in Serbia, 95% of cyberbullying incidents are peer-driven, with 66% of high school students having

experienced digital violence. The dangers extend further, as 30% of students have witnessed their peers falling victim to cyberbullying. Shockingly, 84% of high school students admit to putting themselves at risk on the internet. Cyberbullying manifests in various forms, including harassing messages, password theft, spreading private information or falsehoods online, sending offensive images, creating online surveys about victims, sending viruses, distributing pornography or spam, and impersonating others. The lack of awareness among young people about support measures for cyberbullying exacerbates the problem. One notable challenge in combating cyberbullying is the inadequate response from institutions. Existing policies and protocols fall short in addressing the nuances of digital violence. The lack of familiarity among young people with available support exacerbates the issue, allowing cyberbullying to persist and escalate. To effectively combat cyberbullying, a multifaceted approach is essential. Awareness campaigns should be launched to educate both young people and adults about the prevalence and consequences of digital violence. Additionally, institutions must prioritize the development and implementation of robust policies and protocols specifically tailored to address cyberbullying. In conclusion, cyberbullying poses a serious threat to the well-being of young people in Serbia. The integration of comprehensive measures, including education, awareness, and targeted policies, is imperative to create a safer digital space for the youth.

ABUSE OF PSYCHOACTIVE SUBSTANCES AND ALCOHOL

Every year, approximately 210 million people worldwide use drugs, resulting in about 200,000 deaths. The abuse of psychoactive substances poses not only a health threat but also a significant socio-economic burden globally. Primary prevention, controlling the use of all psychoactive substances, is paramount. However, in Serbia, preventive interventions are primarily in the realm of universal prevention, with selective and indicated interventions for specific risk groups being underutilized. The National Survey on Lifestyles of the Population of the Republic of Serbia in 2014 revealed that 8.0% of the population aged 18 to 64 had used illegal drugs at least once in their lifetime. Cannabis was the most commonly used illegal drug, reported by 7.7% of respondents. Sedatives and hypnotics were used by 22.4% of respondents in the previous year. While strategic documents and policies align with EU guidelines, their inconsistent implementation demands increased attention from relevant institutions. Situation with use and abuse of alcohol among young people in Serbia is alarming. In the last few years, it has almost become normal that every outing of young people, birthday celebrations or passed exams is accompanied by large amounts of alcohol. The trend of alcohol consumption among young people is constantly increasing, and this is indicated by numerous studies both in the world and in our country. According to the latest research by the European Commission, every fifth inhabitant of the European Union between the ages of 15 and 24 regularly and excessively drinks alcohol. In Serbia, according to the research of the Institute for Health Protection "Trampoline", about 50 percent of young people occasionally drink alcoholic beverages, 20 percent occasionally get drunk, and seven percent of them regularly drink. Research by the Trampoline Institute shows that, on average, the first drunkenness in Serbia is experienced at the age of 13.5, and at the latest at the age of 20. Signs of addiction appear on average around the age of 21.5, while young people come for treatment between the ages of 25 and 27. In Belgrade, out of the total number of treated alcoholics, almost half are

young people aged 30. The situation with alcohol consumption among young people in Serbia is also alarming. Studies show that about 50% of young people occasionally drink alcoholic beverages, with 20% occasionally getting drunk. The first experience of drunkenness occurs, on average, at the age of 13.5. Signs of addiction appear around the age of 21.5, with treatment sought between the ages of 25 and 27. While various entities, including the Ministry of Health, the Ministry of Interior Affairs, the Ministry of Youth and Sports, and others, participate in prevention actions, there is a notable gap in implementing selective and indicated preventive interventions. The current focus on universal prevention falls short of addressing the specific needs of at-risk individuals and groups. A comprehensive and multi-sectoral approach is crucial to address psychoactive substance abuse and alcohol consumption among young people. Efforts should include targeted prevention programs during all stages of education, involving parents, educators, and health workers. Strategic documents and policies need consistent implementation, with a focus on selective and indicated preventive interventions. In conclusion, urgent and coordinated efforts are required to mitigate the risks associated with psychoactive substance abuse and alcohol consumption among young people in Serbia.

DISCRIMINATION

In Serbia, discrimination presents a formidable challenge, significantly impacting the well-being of young individuals. This chapter delves into the multifaceted aspects of discrimination, highlighting various forms and shedding light on vulnerable groups and systemic challenges. Discrimination in Education remains a pressing issue, with children, especially Roma and those with disabilities, facing discriminatory practices within educational institutions. The lack of timely preventive measures and inadequate responses contribute to the persistence of this pervasive problem. Statistics reveal a disconcerting trend, with 370 reported cases of the third level of violence in 2021. This marks a 44.3% increase in reported cases from 2013 to 2019, underscoring the urgency for targeted interventions and systemic reforms. Persons with Disabilities encounter discrimination across multiple sectors, including education, work, community life, and access to services. Stigmatization and segregation persist due to entrenched prejudices and misinformation. Daily discrimination is reported, particularly in education, work, and access to services, emphasizing the need for comprehensive and inclusive policies. Vulnerable Groups identified in the National Strategy for Young People, including those at risk of poverty, young Roma, and youth with disabilities, are at the highest risk of discrimination. This highlights the intersectionality of discrimination, necessitating a nuanced and targeted approach to address the specific challenges faced by these groups. Discrimination in Peer Treatment is another dimension, with Roma children often being victims of discriminatory peer treatment. The prevalence of discriminatory peer treatment remains high, emphasizing the need for a comprehensive understanding of discrimination beyond individual acts. Challenges in Combating Discrimination are multifaceted. One significant obstacle is the tendency to categorize discriminatory behaviors solely as peer violence. Discrimination requires a distinct and comprehensive approach to tackle its root causes and systemic manifestations. In conclusion, discrimination continues to cast a shadow over the lives of young people in Serbia. The statistics underscore the urgent need for targeted

interventions, policy reforms, and educational initiatives to foster an inclusive society that values diversity and rejects discrimination. The battle against discrimination requires not only acknowledgment but also a concerted effort from institutions and communities to dismantle ingrained biases and ensure equal opportunities for all.

MENTAL HEALTH OF YOUNG PEOPLE

The COVID-19 pandemic, which started in March 2020 in Serbia, has left a lasting impact on the mental health of the population, particularly affecting young people. The country grapples with the consequences of an ongoing crisis, as seen in the stable yet evolving epidemiological situation.

Mental health challenges have surged during the pandemic, manifesting as heightened levels of anxiety, depression, and substance abuse among young individuals. Factors such as unhealthy living conditions, economic instability, and traumatic experiences have compounded these challenges, posing a significant risk to the well-being of the youth. A comprehensive research study for 2023 by the National Youth Council of Serbia provides alarming insights. Young people felt significantly worried for their mental health, majority experiencing heightened anxiety. Statistical data further highlights the severity of the situation:

- Feeling of Endangerment: Average response on the scale of 1 to 5: 2.90; Young people from big cities felt more vulnerable than others.
- Optimism About the Future: Occasionally felt optimistic: 49.5% Perception of Losing Their Minds: Occasionally: 23.2%; Often: 18.9%; All the time: 8.7%

Access to mental health services remains a challenge, with dissatisfaction expressed regarding their availability and effectiveness. Recommendations to address the mental health crisis include urgent and targeted interventions, incorporation of mental health education into the formal education system, improving the accessibility of mental health services, conducting workshops in educational institutions, and fostering a supportive community. Turning to additional insights on the mental health of young people, a focus group in Niš revealed further nuances:

- Encountering Stress, Anxiety, and Depression: 60% of young people have not encountered these issues, while 35.4% have experienced them to some extent.
- Frequency of Encountering Mental Health Issues: Stress: 72.1%; Anxiety: 52.7%; Depression: 37.8%

The focus group emphasized daily life stress (rated at 4 on a scale of 1 to 5) and inadequate information about mental health, primarily sourced from the internet. Concerns for mental health, dissatisfaction with the accessibility of services, and reliance on peer support emerged as recurring themes. Participants recognized the importance of mental health but acknowledged neglecting it in practice. Systemic care for mental health in Serbia was perceived as lacking, with recommendations including improved mental health education, increased accessibility to services, and expanding models like free psychological counselling centres for youth. In

conclusion, the mental health landscape in Serbia, particularly among young people, reflects the profound impact of the COVID-19 pandemic. Urgent actions are necessary to ensure the well-being of the youth, demanding a holistic and collaborative approach from policymakers, educators, and mental health professionals.

During 2019, at all levels of education from preschool to secondary, 370 situations of the third level of violence were reported (which include, for example, physical injuries, intimidation, threats, psychological abuse, sexual violence, etc.). State response to violence in the form of public policies and protocols for responding to violence exist, but their implementation is somewhat deficient, although procedures are clearly defined. It is expected that the new, updated protocols for each of the sectors will be harmonized with the future strategic framework (Strategy for Prevention and Protection of Children from Violence - in the process of adoption) and the latest legal changes (Law on Prevention of Domestic Violence).

ITALY

PEER VIOLENCE

In Italian schools and communities, peer violence remains a concerning issue, demanding comprehensive strategies for prevention and intervention. Indeed, recent statistics indicate a concerning prevalence of peer violence in Italian schools, with a notable increase in reported incidents. Indeed, according to the World Health Organization, Italy is among the countries with the highest prevalence of bullying among 11-year-olds, with 34% of boys and 28% of girls reporting being bullied at least two or three times in the past couple of months. Also, according to a study by Statista, in 2019, there were 1,271 cases of violence or threats against students in Italian schools, an increase of 13.6% compared to the previous year. The same study also reported that cyberbullying was a growing phenomenon, affecting 9.5% of students aged 11 to 17. Furthermore, UNICEF stated that peer violence can have negative impacts on children's physical and mental health, as well as their academic achievement and social skills. The report also highlighted the need for effective prevention and intervention programs that involve schools, families, communities, and media. While efforts have been made to curb this trend, it remains a pressing concern. Certain regions and age groups are more susceptible to peer violence, highlighting the need for targeted interventions in these areas. To delve deeper into the topic, it's important to mention that the prevalence of this phenomenon in the territory is especially expressed as a consequence of acts of violence via reports from educational institutions and surveys conducted among students indicate a worrisome prevalence. Instances of physical aggression, verbal abuse, and cyberbullying persist, affecting students across various age groups and regions. In recent years, there has been a concerning increase in reported incidents of peer violence. This rise is attributed, in part, to the proliferation of digital communication channels, making it easier for bullies to target their victims online. Cyberbullying has become more prevalent, creating new challenges for educators, parents, and authorities. Studies reveal regional disparities in the prevalence of peer violence. Certain areas, especially urban centers, experience higher rates of bullying compared to others. These regional disparities highlight the need for targeted interventions in specific communities and schools. While peer violence affects students of all ages, there are specific age groups more susceptible to bullying. It's essential to note that the reported cases might only represent a fraction of the actual incidents. Underreporting remains a significant challenge due to various factors, including fear of retaliation, social stigma, and a lack of confidence in the effectiveness of interventions. Many victims and witnesses choose not to report, making it difficult to gauge the true extent of the problem. The prevalence of peer violence directly impacts the academic environment. Addressing the current situation of peer violence in Italy requires a multi-faceted approach. Efforts should focus on not only understanding the prevalence and patterns but also on encouraging reporting, promoting awareness, and implementing evidence-based

interventions tailored to different age groups and regions. Collaboration between schools, communities, and authorities is crucial to creating a safer environment for all students.

CYBERBULLYING

Cyberbullying in Italy refers to the use of digital technology, such as smartphones and social media platforms, to harass, intimidate, or target individuals, especially young people. It poses unique challenges due to its online nature, making it essential to understand the various forms it takes and the impact it has on victims. Focusing on the current situation of such phenomenon in the country, it is now on the rise with a significant number of reported cases among young people. The internet and social media platforms provide avenues for anonymous harassment, exacerbating the problem. Of course, advancements in technology, including smartphones and messaging apps, have facilitated the spread of cyberbullying in Italy. Constant connectivity has made it easier for perpetrators to target their victims anytime and anywhere, including targeted demographics, specifically teenagers and young adults, who are more vulnerable to cyberbullying. Research shows that adolescents are frequent targets due to their active presence on social media platforms. Among different causes and risk factors are anonymity and impersonation, and social media influence. For the first, it is well-recognised that anonymity provided by online platforms emboldens cyberbullies, enabling them to harass others without fear of identification. Impersonation, where perpetrators create fake profiles to attack their victims, is also a prevalent issue. On the other hand, social media platforms amplify the impact of cyberbullying. Hence, the desire for social validation, coupled with the pressure to maintain an online presence, makes young people susceptible to online harassment. The digital nature of cyberbullying distinguishes it from traditional bullying, enabling perpetrators to extend their reach beyond physical boundaries. Social media platforms like Facebook, Instagram, and Snapchat, as well as messaging apps such as WhatsApp, provide fertile ground for cyberbullying incidents. Various forms of cyberbullying include the creation of fake profiles to impersonate victims, the circulation of embarrassing photos or videos, and the use of hurtful language through text messages or comments. Indeed, the impact of cyberbullying on victims is profound and multifaceted. Beyond immediate emotional distress, victims often experience long- term psychological effects, including anxiety, depression, and a diminished sense of self-worth. Academic performance may suffer due to increased absenteeism and difficulty concentrating in class. Moreover, the broader societal consequences of cyberbullying include a toxic online culture that can affect social cohesion and digital interaction among citizens. Addressing cyberbullying requires a multifaceted approach involving schools, parents, policymakers, and technology companies. Educational programs promoting digital literacy, empathy, and responsible online behavior are crucial. Legal measures, including specific legislation targeting cyberbullying, are necessary to hold perpetrators accountable. Among prevention measures, schools and organizations in Italy are implementing educational programs to raise awareness about cyberbullying. These initiatives educate students about online safety, responsible internet use, and the consequences of cyberbullying. Also, educating parents about digital literacy and encouraging open communication with their children is crucial, since parental involvement

helps in identifying signs of cyberbullying and provides support to victims.

MENTAL HEALTH OF YOUNG PEOPLE

The COVID-19 pandemic, which gripped the world in an unprecedented manner, brought with it a plethora of mental health challenges. Italy, among the hardest-hit countries during the early stages of the pandemic, faced unique and profound issues concerning the psychological well-being of its citizens. In terms of psychological effects, the pandemic-induced stressors, encompassing health concerns, economic uncertainties, and stringent lockdown measures, significantly impacted Italy's population. Anxiety and fear permeated daily life, creating a pervasive sense of unease. Moreover, the nation grappled with profound grief and loss, with families and communities mourning the loss of loved ones due to the virus. These collective traumas contributed to a surge in cases of depression and other mental health disorders. Frontline healthcare workers emerged as unsung heroes, bearing the brunt of the crisis. Their relentless efforts to save lives came at a cost, leading to burnout, exhaustion, and emotional fatigue. Elderly individuals, especially those in long-term care facilities, faced heightened risks, leading to increased isolation and mental distress. Last but not least, students and young people experienced disruptions in education and social interactions, exacerbating feelings of loneliness and anxiety. As per coping strategies and support systems, the Italian government elaborated different initiatives, since it swiftly recognized the mental health toll of the pandemic implementing several possible solutions and supports. These latter included helplines staffed by mental health professionals, offering counselling and psychological support to individuals struggling with anxiety, depression, and grief. Online platforms and mobile applications were developed to provide evidence-based coping strategies, mindfulness exercises, and resources for managing mental health at home. Additionally, emergency funding was allocated to mental health services to expand their capacity and meet the increased demand. On the other hand, local communities and non-profit organizations played a crucial role in providing emotional and practical support. Volunteer-driven initiatives were launched to assist vulnerable populations, such as the elderly and individuals with pre-existing mental health conditions, grocery shopping, medication delivery, and social interaction via phone calls or video chats. Community centers organized virtual support groups, creating safe spaces for people to share their experiences and coping strategies. These initiatives fostered a sense of belonging and reduced feelings of isolation among community members. Of course, as a coping system, numerous online support groups and counselling services were established to cater to the diverse mental health needs of the population. Mental health professionals volunteered their time to facilitate virtual therapy sessions, group counselling, and workshops focused on stress management and resilience. These services were accessible to anyone with an internet connection, ensuring that individuals, regardless of their location, could receive much-needed support. Many of these services were provided free of charge, removing financial barriers to accessing mental health care. As per consequence, it's attested evidence that the pandemic accelerated the adoption of teletherapy and teleconsulting services in the country. Mental health professionals adapted their practice to offer remote counselling sessions, providing continuity of care while adhering to social distancing guidelines. Teletherapy platforms ensured the

confidentiality and security of sessions, enabling individuals to receive therapy from the safety and comfort of their homes. This approach not only ensured access to mental health support but also normalized the concept of online therapy, reducing the stigma associated with seeking help for mental health issues. Following the wave, telemedicine emerged as a beacon of hope, enabling remote mental health consultations.

DISCRIMINATION

Stating that discrimination refers to the unjust or prejudicial treatment of individuals or groups on the basis of characteristics such as race, ethnicity, gender, sexual orientation, disability, or religion, it is universally recognised how it can adversely affect the human rights, dignity, and well-being of persons and communities. One of the most widespread types of discrimination in Italy is against migrants, asylum seekers, and refugees, who frequently encounter hostility, violence, and exclusion from society. Human Rights Watch reports that Italy has implemented policies and practices that undermine the rights and protection of these groups, such as denying them access to adequate reception conditions, health care, education, and legal assistance. Moreover, Italy has collaborated with Libya to prevent migrants from reaching Europe by sea, exposing them to severe human rights violations in Libyan detention centres. A report exposed by Amnesty International stated that in 2022, Italy persisted in supporting the Libyan Coast Guard to intercept and return migrants to Libya, despite the evidence of torture, rape, slavery, and killings that they face there. Another type of discrimination in Italy is against Roma people, who are a historically marginalized and persecuted ethnic minority in Europe. Roma people in Italy suffer from discrimination in various domains of life, such as housing, education, employment, and health care. They also face hate speech, violence, and forced evictions from their settlements. In 2022, an Italian politician from the far-right Brothers of Italy party threatened to expel Roma people from the country if his party wins the general elections in September. This statement illustrates the dangers that Europe's Roma face from rising nationalism and populism. A third type of discrimination in Italy is against persons with disabilities, who often encounter barriers to their full participation and inclusion in society. Persons with disabilities in Italy face challenges in accessing individualized support services, reasonable accommodation, independent living, and an adequate standard of living. In 2022, the UN Committee on the Rights of Persons with Disabilities issued a landmark decision against Italy for violating the rights of a family of persons with disabilities who were denied adequate support services by the state. The Committee urged Italy to provide them with appropriate assistance and compensation and to adopt measures to prevent similar violations in the future. It's a given that Italy has made strides in anti-discrimination legislation, including the Racial Equality Directive, which aims to combat racial discrimination. However, enforcement challenges exist, and there is a need for consistent implementation of these laws. Comparisons with international standards highlight areas for improvement, including more comprehensive legislation and stricter penalties for discriminatory practices. Several efforts have been made to combat discrimination, among them government initiatives and important initiatives from NGOs. As per concerning the Italian government, it has initiated campaigns to promote inclusivity and cultural diversity. Collaborative efforts with NGOs, on the other

hand, have led to community-building initiatives, workshops, and awareness campaigns. Financial support for these organizations plays a crucial role in fostering social integration and combating discrimination.

ABUSE OF PSYCHOACTIVE SUBSTANCES AND ALCOHOL

Substance abuse in Italy encompasses the misuse of various psychoactive substances, both legal and illegal, leading to significant public health concerns. Psychoactive substances alter brain function and can lead to dependence, addiction, and a range of physical, mental, and social consequences. This issue is complex, affecting individuals, families, and communities, necessitating comprehensive efforts for prevention, treatment, and rehabilitation. As per both types and patterns of substance abuse, Italy experiences a spectrum of drug abuse, with cannabis, cocaine, and heroin being the most commonly abused illegal drugs. However, a concerning trend is the misuse of prescription medications, especially opioids and benzodiazepines. The availability and abuse of these medications contribute to the overall burden of substance abuse in the country. Similarly, alcohol abuse is pervasive, cutting across various demographics. Binge drinking among young adults and underage alcohol consumption are notable patterns. Excessive alcohol consumption not only leads to health problems like liver diseases but also contributes to accidents, violence, and social disruption within families and communities. Throughout the development of similar patterns, it is possible to recognise some common ground factors, among them social and economic, and psychological factors. For the first ones, it has been attested those socioeconomic disparities significantly influence substance abuse rates. Individuals facing poverty and unemployment often turn to substances as a coping mechanism. Limited access to education and employment opportunities exacerbates the cycle of substance abuse, impacting disadvantaged communities disproportionately. On the other hand, psychological factors, such as stress, trauma, and mental health disorders like depression and anxiety, often underlie substance abuse issues. Individuals might resort to drugs or alcohol to self- medicate and escape from emotional pain. Co-occurring mental health disorders complicate the treatment landscape, requiring integrated approaches for effective intervention. In terms of health consequences, substance abuse results in a devastating impact imploding in a myriad of health issues, ranging from liver cirrhosis due to alcohol abuse to respiratory problems associated with smoking drugs. Intravenous drug use poses the risk of infectious diseases like HIV/AIDS and hepatitis. Mental health disorders, including substance-induced psychosis, further deteriorate overall well-being. Social consequences are nevertheless obvious and underrated, most of the time. Substance abuse strains social relationships, leading to conflicts within families and communities. Domestic violence incidents often involve substance abuse, creating unsafe environments. Substance-related accidents, crimes, and impaired judgment due to intoxication pose significant risks to public safety, demanding law enforcement intervention. Prevention efforts include comprehensive educational programs targeting schools and communities. These programs raise awareness about the risks associated with substance abuse and promote healthy coping mechanisms. Public awareness campaigns highlight the consequences of substance abuse, aiming to deter individuals, particularly young adults, from experimenting with drugs or alcohol. In terms of rehabilitation and treatments,

Italy offers a range of treatment options, including counselling, behavioural therapies, and assisted treatments for opioid addiction. Rehabilitation centres provide structured programs, addressing both the physical and psychological aspects of addiction. Harm reduction strategies, such as needle exchange programs and supervised drug consumption rooms, prioritize the safety and health of substance users, aiming to minimize the risks associated with drug use.

BOSNIA AND HERZEGOVINA

PEER VIOLENCE

Peer violence among youth is a concerning social issue that demands attention in Bosnia and Herzegovina. Understanding the extent and consequences of peer violence is essential in developing effective strategies to prevent and address this problem. Data from research studies conducted in Bosnia and Herzegovina indicates that peer violence is a significant problem affecting young people. According to a survey conducted by a local NGO in 2018, approximately 30% of Bosnian youth reported experiencing some form of peer violence in their lives. The most common types of peer violence reported were verbal abuse, physical aggression, and exclusion from social groups. Schools are a prominent setting for peer violence to occur. The same survey revealed that over 40% of students experienced bullying at school. Physical bullying and verbal abuse were prevalent forms of violence in the school environment. Bullying not only affects the victim but can also create a hostile learning environment for all students. With the increased use of digital technology, cyberbullying has emerged as a significant concern among Bosnian youth. A study conducted by the UNICEF in 2020 found that approximately 25% of adolescents in Bosnia and Herzegovina reported being victims of cyberbullying. Social media platforms and messaging apps were the most common mediums for cyberbullying incidents. The impact of peer violence on the mental health of young people is substantial. Victims of peer violence often experience emotional distress, anxiety, depression, and a decline in academic performance. Long-term exposure to peer violence can have lasting effects on self-esteem and social interactions. Recognizing the severity of the issue, various initiatives have been implemented to prevent and address peer violence in Bosnia and Herzegovina. Anti-bullying policies have been introduced in schools, focusing on promoting a safe and inclusive learning environment. Non-governmental organizations and youth centers also organize awareness campaigns and workshops to promote empathy, conflict resolution, and positive communication among young people. Educational institutions play a crucial role in preventing peer violence. Teachers and school staff should be trained to identify and address instances of peer violence promptly. Additionally, involving families, communities, and relevant stakeholders is vital in supporting young people and creating a culture of respect and tolerance. Peer violence among youth is a significant social issue that requires collective action in Bosnia and Herzegovina. The prevalence of peer violence, particularly in schools and online platforms, highlights the urgency for comprehensive prevention and intervention efforts. By addressing the root causes and promoting positive communication and empathy, Bosnian society can create a safer environment for its young people and foster a culture of respect and understanding.

CYBERBULLYING

Cyberbullying refers to the deliberate use of digital communication tools, such as social media, instant messaging, or email, to harm, threaten, harass, or embarrass an individual or a group. It can take the form of hurtful messages, spreading rumors, sharing private information, or creating demeaning content, often leading to emotional distress and psychological harm to the victims. Cyberbullying has emerged as a significant threat to youth safety worldwide, including in Bosnia and Herzegovina. As technology continues to advance, young people are increasingly exposed to online platforms, making them susceptible to various forms of cyberbullying. Cyberbullying is a prevalent issue affecting young people in Bosnia and Herzegovina. As internet usage and social media platforms become more widespread, instances of cyberbullying have increased significantly. A lack of digital literacy and awareness about online safety may exacerbate the problem, making youth more vulnerable to cyberbullying. Cyberbullying has profound consequences on the safety and well-being of Bosnian youth. Victims of cyberbullying often experience anxiety, depression, low self-esteem, and social withdrawal. In severe cases, cyberbullying has been linked to suicidal ideation and attempts, further highlighting the urgent need to address this issue. Bosnia and Herzegovina have made efforts to address cyberbullying through its existing legal framework. Legislation related to data protection, online harassment, and child protection may encompass provisions that cover cyberbullying cases. Additionally, educational institutions are encouraged to adopt anti-bullying policies, which should include provisions related to cyberbullying prevention and intervention. Various non-governmental organizations and governmental agencies in Bosnia and Herzegovina are working to raise awareness about cyberbullying and implement preventive measures. These initiatives include educational programs in schools and communities that promote digital literacy, online safety, and responsible internet usage. By empowering youth with knowledge and skills, they can better protect themselves and their peers from cyberbullying. Access to support and counselling services is crucial for victims of cyberbullying. In Bosnia and Herzegovina, helplines, counselling centers, and online platforms have been established to provide assistance and emotional support to young people facing cyberbullying incidents. The availability of such resources is essential in helping victims cope with the emotional impact of cyberbullying. Cyberbullying poses a serious threat to youth safety in Bosnia and Herzegovina, requiring collective efforts from all stakeholders to combat it effectively. Legal measures, educational programs, and support services must be integrated to create a safe digital environment for Bosnian youth. By fostering a culture of respect and empathy, and promoting responsible internet usage, the country can take significant strides in ensuring the safety and well-being of its young population in the digital age.

MENTAL HEALTH OF YOUNG PEOPLE

The COVID-19 pandemic has had a profound impact on the mental health of individuals worldwide, including the youth population in Bosnia and Herzegovina. The pandemic brought about unprecedented challenges, including fear of infection, social isolation due to lockdowns and physical distancing measures, economic uncertainty, loss of loved ones, and disruptions

in education and daily life. These factors have contributed to heightened levels of anxiety, stress, and uncertainty, which can lead to various mental health issues. Media portrayal of COVID-19 as an exclusive threat and constant coverage of the pandemic can exacerbate panic and stress among individuals. Misinformation, rumours, and sensationalism can further fuel anxiety and fear, making it more challenging for young people to cope with the uncertainties brought on by the pandemic. Some of the mental health issues that the youth population in Bosnia and Herzegovina, like many other places globally, may have faced due to the pandemic include: Anxiety Disorders - The pandemic's uncertainty and fear of the virus's spread can trigger or exacerbate anxiety disorders in young individuals. Obsessive-Compulsive Disorder (OCD) – Fear of contamination and excessive handwashing or cleaning in response to the pandemic's perceived threats can lead to or worsen OCD symptoms. Post-Traumatic Stress Disorder (PTSD) – Youth who have experienced severe illness, loss of loved ones, or significant life disruptions during the pandemic may be at risk of developing PTSD. Depression – Social isolation, academic pressures, and economic uncertainties can contribute to the development of depressive symptoms in young people. Sleep Problems – Stress and anxiety related to the pandemic can lead to sleep disturbances and insomnia among the youth population. It's important for individuals, families, and communities to recognize the impact of the pandemic on mental health and seek appropriate support and resources. Governments and healthcare institutions also need to prioritize mental health services and promote mental well- being, particularly for the youth population, during and after the pandemic. Accessible and affordable mental health support can help mitigate the long-term effects of the COVID-19 crisis on mental health.

DISCRIMINATION

Discrimination among youth is a pressing social issue that needs attention in Bosnia and Herzegovina. Discrimination in various forms, such as ethnic, religious, racial, and gender-based discrimination, is reported among Bosnian youth. According to a study conducted by the United Nations Development Program (UNDP) in 2019, about 30% of young people in Bosnia and Herzegovina experienced discrimination at least once in their lives. Ethnic discrimination was reported as the most common type, followed by religious discrimination. Schools can be a significant environment where discrimination occurs. Data from the same UNDP study revealed that around 20% of young people experienced discrimination in their educational settings. Discrimination in schools can negatively impact the academic performance and emotional well-being of young students, leading to feelings of exclusion and alienation. Data from the UNDP study also indicated that discrimination is prevalent in the employment sector. Young people from minority groups, particularly those from ethnic or religious minorities, face barriers in accessing job opportunities and are more likely to experience workplace discrimination. Discrimination can have detrimental effects on the mental health and well-being of Bosnian youth. Young people who experience discrimination are more prone to anxiety, depression, and stress. They may also face challenges in forming social connections and developing a positive self-identity. The Bosnian government, NGOs, and civil society organizations have been working to combat discrimination and promote

inclusivity among young people. Legal measures, such as anti-discrimination laws, aim to protect the rights of individuals and combat discriminatory practices. Educational initiatives and awareness campaigns are also being conducted to promote tolerance, respect, and diversity. Educational institutions play a crucial role in fostering an inclusive environment. Implementing curricula that emphasize cultural diversity and promoting intercultural dialogue can help reduce discriminatory attitudes among Bosnian youth. Additionally, community support and involvement are vital in challenging discriminatory behaviors and creating a more accepting society. Discrimination remains a concerning issue affecting youth in Bosnia and Herzegovina. The prevalence of discrimination, particularly in schools and employment, calls for concerted efforts to promote inclusivity, respect, and understanding among Bosnian youth. By addressing discriminatory attitudes and behaviors and providing support to those affected, Bosnia and Herzegovina can work towards creating a more harmonious society that embraces its rich cultural diversity.

ABUSE OF PSYCHOACTIVE SUBSTANCES AND ALCOHOL

The abuse of psychoactive substances among youth is a serious public health concern in Bosnia and Herzegovina. Data from a national survey conducted in 2020 by the Institute for Public Health of the Federation of Bosnia and Herzegovina revealed that approximately 13% of young people aged 15 to 24 reported using illicit drugs at least once in their lifetime. The most commonly abused substances included marijuana, followed by synthetic cannabinoids and other illicit drugs. The same survey indicated that alcohol and tobacco use among Bosnian youth was also prevalent. About 34% of young people reported consuming alcohol, and approximately 20% reported tobacco use in the past month. Several risk factors contribute to the abuse of psychoactive substances among Bosnian youth. Socioeconomic factors, peer pressure, family dynamics, and exposure to substances through media and social environments play significant roles in influencing substance use behaviours. The abuse of psychoactive substances can have severe consequences on the physical and mental health of youth. Substance use at a young age can lead to cognitive impairments, addiction, academic difficulties, and long-term health problems. Moreover, substance abuse is often linked to an increased risk of mental health issues such as anxiety and depression.

The Bosnian government and various organizations have been working to address substance abuse among youth. Prevention programs, educational campaigns, and outreach initiatives aim to raise awareness about the risks of substance abuse and promote healthy lifestyle choices. Ensuring access to treatment and rehabilitation services is crucial for young people struggling with substance abuse. Supportive services, counselling, and rehabilitation programs are essential in assisting youth in overcoming addiction and reintegrating into society. The abuse of psychoactive substances among youth in Bosnia and Herzegovina is a significant public health challenge. The prevalence of substance abuse calls for a comprehensive approach involving prevention, education, and access to treatment. By addressing the underlying risk factors and providing support to young people, Bosnia and Herzegovina can work towards safeguarding

the well-being of its youth and fostering a healthier and more resilient future generation.

POLAND

PEER VIOLENCE

Peer violence among young people has become a significant problem around the world, having a detrimental effect on physical and mental well-being. Poland is no exception, as cases of bullying, harassment and aggression among young people have been reported in various social settings, including schools and neighbourhoods. Peer violence, a form of aggression and violence between people of similar age, is a serious social problem in Poland. Young people, who should be experiencing a period full of learning, fun and mutual acceptance, often become victims or perpetrators of violence in their environment. This poses a social challenge that is difficult to overestimate, affecting many young people of different ages and backgrounds. Peer violence manifests itself in various forms, such as physical, psychological, emotional violence, as well as cyberbullying. This problem not only carries serious consequences for the safety and health of young people, but also affects their emotional, social and educational development. However, there is a lack of complete official data on peer violence in Poland, which can pose challenges in effectively monitoring and combating the phenomenon. Police statistics are often limited to crimes that took place in schools or other educational institutions. Nevertheless, available data suggest that peer violence remains a significant problem in Polish schools. According to police reports in 2021, the most frequently recorded crimes in educational institutions were theft of other people's property, burglary and property damage. It is worth noting, however, that in recent years there has been a decrease in the number of peer violence crimes on school grounds. Caution should be exercised in interpreting this data, however, as the impact of the COVID-19 pandemic on remote learning may have affected the number of reported crimes. Research reports present a more complex picture of peer violence in Poland. A nationwide diagnosis of the scale and determinants of child abuse, conducted on a national sample of children and adolescents aged 11-17, shows that peer violence is the most prevalent category of victimization. More than half of the respondents (57%) had experienced peer violence in their lives, and 36% had experienced it in the past year. The most frequently cited forms of violence were physical and psychological violence, gang assaults, bullying and dating violence. There are gender and age differences in the prevalence of violence, with girls more likely to experience psychological violence and older teens more likely to experience dating violence. The majority of peer violence takes place among acquaintances, underscoring the importance of education about tolerance, respect, and healthy relationships among adolescents. Peer violence can have various sources. It often stems from a lack of conflict resolution skills, low self-esteem, or imitation of aggression patterns in the media. Violence can also be triggered by peer group pressure, a desire for dominance, or a lack of ability to empathize and understand others. For victims of peer violence, the experience of aggression can lead to serious emotional consequences, such as anxiety, depression, concentration problems, or lowered self-esteem. For perpetrators, on the other hand, aggression at a young age can become a destructive pattern of

behavior that carries over into adult life. The Polish government, educational institutions and non- governmental organizations are taking steps to combat peer violence and ensure the safety of young people. Government educational programs focus on preventing peer violence by educating young people about conflict, empathy, assertiveness and solving problems peacefully. Schools receive support in countering peer violence, and teachers are trained to recognize and respond to incidents of violence. In addition, there are a variety of community initiatives that offer psychological support and crisis assistance. Non-governmental organizations conduct public campaigns, organize workshops and training, support victims and give them space to express their experiences. Cooperation between the public sector and NGOs is a key element in combating peer violence.

CYBERBULLYING

The situation in Poland regarding cyberbullying among young people is increasingly alarming. With the development of technology and the widespread access to the Internet, this phenomenon is gaining ground and affecting the lives of many young people. Further, there is a gap between parents and teachers and students in terms of knowledge and awareness of cyberbullying. Cyberbullying is a form of aggression that uses modern technology, such as social media, text messages, emails or online forums, to harm, insult, intimidate and ridicule others. One of the main challenges of cyberbullying is the lack of accurate statistics. Many cases go unreported, and victims are often afraid to seek help due to shame, fear of retaliation or lack of trust in the relevant institutions. However, few reports and studies indicate that a significant number of young people in Poland are affected by the problem. According to the study Children on the Web 2020 Report (Dzieci w sieci - raport 2020) conducted by the Foundation We Give Children Strength (Fundacja Dajemy Dzieciom Siłę, FDDS), as many as 43% of children and adolescents aged 9-17 have experienced some form of cyberbullying. The most common forms were insulting and bullying, which affected 30% and 24% of respondents, respectively. Additionally, 18% of survey participants were victims of ridicule, and 17% experienced vilification and gossip. Also of concern is that 10% of respondents were victims of phishing, and 6% suffered surveillance or abuse of their private content. Children are entering the world of the Internet and modern technology earlier and earlier. According to the study Teens 3.0 (Nastolatki 3.0) of the age of 7-8, a significant group of children are already beginning their own online adventure. Interestingly, about 20.5% of the teens surveyed admitted that they had their own phone with Internet access at that age. The results of the study show that this trend is growing, and even before the age of 6, some young online users, as many as a total of 12.9% of those surveyed, already had their own devices with Internet access, including phones (3.4%) and computers (9.5%). The most common reasons for being hated are beliefs (14.9%), appearance (13.5%), hobbies (11.6%), nationality (8.1%) and clothing (8.0%). However, many people do not admit to being victims of cyberbullying, due to shame or fear of others' reaction. The silence of victims makes it difficult to detect the heist and can lead to serious psychological consequences, such as depression or suicide attempts. Cyberbullying can have serious consequences for young people. Victims often experience negative emotional effects, such as anxiety, depression, feelings of isolation or low self-esteem. They may also have

difficulty forming healthy relationships with peers and adults, which can lead to long-term psychological problems. Furthermore, studies show that most students do not talk to their parents about their online activities. Only 8% of them often discuss cyber behavior at home. Parents are often not partners in discussions about cyberbullying or cybersecurity. As a result, there is a lack of mutual trust between parents and children, making it difficult to effectively combat the problem. An additional challenge is inadequate cybersecurity education in both schools and families. Students are often unaware of the consequences of their online actions, and parents are often uninterested in what their children are doing online. Lack of awareness of many negative phenomena and ignorance about how to respond to cyberbullying make young people more vulnerable. The government is launching a series of social campaigns to alert parents and caregivers to the problems associated with this phenomenon and has prepared a mobile application that allows support in setting rules for Internet and app use, and gives parents access to information about their child's activity on their device: smartphone, tablet, computer. It works by connecting - pairing the parent's and child's equipment.

ABUSE OF PSYCHOACTIVE SUBSTANCES AND ALCOHOL

The situation regarding the abuse of psychoactive substances by young people in Poland is alarming and requires special attention. Young people often face peer pressure, stress and the challenges of adolescence, which can promote experimentation with various substances in search of entertainment, an escape from problems or to even out the mood. This, in turn, can lead to serious health and social consequences. According to data from various studies and reports, the number of young people abusing psychoactive substances such as alcohol, cigarettes, marijuana, amphetamines, ecstasy, or synthetic drugs is still significant. Some of these substances are available legally, which may be influencing greater accessibility for younger age groups. A study of 14- to 15-year-old first-grade high school students showed that environmental factors, such as peer influence, parental support, school bonding, subjective norms, and personality traits, play a key role in deciding adolescents' use of psychoactive substances. During the COVID-19 pandemic, an increase in the prevalence of depression among adolescents was noted, but at the same time, a reduction in substance abuse was observed. The pandemic affected the organization of social life, which may have exacerbated certain trends related to substance use and depression. It was also interesting to find that younger students were less likely to use psychoactive substances than older students, which was surprising in the context of the education reform that introduced six-year-olds into first grade. Pandemic restrictions may have influenced younger students to protect themselves from the negative influences of older peers. The most important predictor of substance use appeared to be attendance at social gatherings where drugs were used. Despite pandemic-related restrictions, adolescents continued to attend such gatherings, which is an issue to understand. Moreover, regardless of the pandemic situation, the increase in popularity of new psychoactive substances that often appear on the market with unknown health effects is also a problem. Many of these substances can be very dangerous and cause serious risks to the health and lives of users, especially young people, who are more prone to risky behavior. Polish authorities are taking steps to prevent substance abuse among young people through educational programs,

social campaigns and strengthening the support and assistance system for addicts. However, there is still a need for more effective prevention activities and better coordination between institutions to counter the problem.

ALBANIA

PEER VIOLENCE

When analyzing the violence towards children in Albania, we have to take into account socioeconomic barriers taken by families in Albania. A study on "Ethics in the Albanian Education system" revealed that 83% of schoolchildren report the display of unethical behavior by school staff, including: insults, sarcastic language, derogatory nicknames, etc. According to Ms. Ilina Polena, a social worker who works with young people in Tirana, she calls for a change in psycho- social services in schools. Due to the high number of children per psychologist, 2500 children per psychologist, who are spread over several schools, it makes an impossible environment to give proper care to each child individually. Ms. Polena explains that "in the psycho-social service, the biggest problem in Albania is that the psychologist's service is very scattered. And he/she/ they only need to go to a school once a week or twice, at best. The number of students in the schools is relatively high, so it is impossible to care for their needs fully. Ms. Polena suggests that educational system in schools should have 1 psychologist per school in order to increase the role and quality of the services the psychologist can provide. Ilisa Polena, says that over the years, children are more open to the psychologist and ask for his opinion in every case. "Children are much more inclined to talk to the psychologist than their parents. As the parents think that going to the psychologist is a major problem, while the children are sympathetic to our service and come with a lot of fun to share any worries. Even some of the children, in addition to individual counselling, also seek group counselling among each other to understand and clarify their problems". The National Agenda for Rights of Children (AKDF) was drafted in the spirit of the European Strategy for Children's Rights, considering in its 4 political goals the 6 goals: 1. Participation in political and democratic life: an EU that empowers children to be active citizens and members of democratic societies; 2. Socio-economic inclusion, health and education: an EU that fights child poverty, promotes inclusive and child-friendly societies, health and education systems; 3. Combating violence against children and ensuring child protection: an EU that helps children grow up free from violence; 4. Child-friendly justice: an EU where the justice system supports children's rights and needs; 5. Digital society and information: an EU where children can navigate safely in the digital environment and use its opportunities; 6. Global dimension: an EU that supports, protects and empowers children globally, including during crisis and conflict.

CYBERBULLYING

The use of social networks by young Albanians has reached relatively high numbers, where over 85% of young Albanians have access to the Internet and the average time they spend online it is over 3 hours a day. These figures are positive if we relate it to the right to information and negative when we face the risks of the Internet. This can be said about online cases, when

bullying is more measurable, but what about offline cases when they are usually unreported! Secondary sources (AMA, INSTAT, etc.) show that there are high figures of the use of a verbal bullying in Albania online and offline. 60% of children and young people in Albania are victims of online bullying (isigurt.al 2019). During the years 2016-2018, over 300 cases of children and young people were reported to the platform, of which about 62% encountered online bullying. The same situation is noted during 2019, where from January - June 2019, out of 35 reported cases, 60% of them are related to hate speech, online threats and blackmail. According to a study entitled "A Study on Child Online Safety in Albania" bullying, password theft, and pornography viewings occur to 45% of children every day. Only 44% of children receive information about online safety from parents or from various channels to report online incidents.

MENTAL HEALTH OF YOUNG PEOPLE

What institutions should do during the pandemic, which should also serve as a momentum to reflect on this aspect even later, is to first increase the number of psychologists in schools. In the future, lessons should be added specifically for children's mental health, where they talk about Covid-19 from a different perspective, trying to reduce the panic that children may have because of the news they hear in the media and social networks. Social networks, in addition to the already known positive elements, can present a danger to the mental balance of social groups, where children and teenagers are singled out. Various studies have shown that there is a relationship between excessive use of various social networks and increased depression and anxiety. Secondly, the media, through informative and educational shows, can expand the space during the pandemic in this aspect, focusing on children as a category, since as I pointed out at the top of the article, they are experiencing the worst stress from the pandemic. An even more important role is played by the institution of the family. Parents undoubtedly play their role in the education of children and will have to be more careful in this period, trying to explain the pandemic to children without negatively affecting them, increasing their panic or causing them stress and anxiety This health crisis can also serve for new opportunities for parent child cooperation, so that their bond is strengthened. Parents and children are already in a challenging situation, under the anxiety created by the virus, the overproduction of panic by the media and economic difficulties. Help has been provided by various organizations such as WHO and UNICEF, which have collaborated to publish online resources during this period, where detailed advice is given for a healthier parenting. During a pandemic, the demands on health care personnel are extraordinary and constant. Successful outcomes in terms of public health are clearly conditioned by the effective functioning of the workforce within the health system, as without question a whole-of-society response is needed. The ideal situation would be a health system with sufficient numbers of staff, with minimal absenteeism due to virus infection, staff working to their maximum potential and showing low levels of burnout and stress, as well as staff equipped with the appropriate personal protective equipment, equipment and medications needed to treat patients. Therefore, the monitoring and care for the psychological well-being of the staff in these conditions becomes even more necessary. From the moment of the outbreak of COVID-19 until today, the staff in the health care system,

especially those in hospitals, have faced numerous and continuous challenges that they have not encountered before. Decisions must be made quickly, ranging from efficient tracing (triage), isolation of suspected infected patients, appropriate treatment, high mortality to deciding whether to close a particular ward or health center when a patient or staff tests positive. On the other hand, the use of protective materials for long periods has caused difficulty in breathing, restriction in drinking water or using the toilet, causing physical and mental fatigue. The high number of hospitalized patients with COVID-19, compared to being unprepared in terms of human and material resources, with shortages in staff, in the necessary materials for personal protection or medical equipment such as ventilators, the need to use them sparingly all this, accompanied by deep ethical and moral dilemmas, as well as the impossibility of having a vaccine in such a short time, has made this pandemic quite stressful for the medical staff in general. Objectives of the study "Together for Life" had two main objectives: To identify the level of equipment with the necessary personal protection materials and the sense of security of doctors and nurses at all three levels of the public health system; Research the concerns and psychological consequences of facing the COVID-19 pandemic among health staff at all three levels of the public health system. The quantitative study phase was developed in the form of an online quantitative survey, which was self-administered by the participating subjects, doctors and nurses, covering all levels of the public health care system (primary, secondary and tertiary) in the rank national. In total, 686 professionals were interested in participating, of which 279 questionnaires were disqualified as incomplete, 101 cases were disqualified as working only in the private sector or in administrative positions, and 306 cases qualified as successful interviews (45 %). More specifically, the profile of the participants is presented below: From the sample of 306 successful interviews, 56% are nurses, 41% doctors and 3% others (laboratorians, midwives, etc.). Eight out of ten respondents (81%) work only in the public sector.

DISCRIMINATION

Development of the legal framework for guaranteeing equality and non-discrimination in Albania The Constitution of the Republic of Albania sanctions the principle of equality and non-discrimination. Article 18 provides that, "Everyone is equal before the law, and that no one can be unfairly discriminated against for reasons such as gender, race, religion, ethnicity, language, political, religious or philosophical beliefs, economic status, education, social or parental affiliation". Albania is a party to international instruments for the protection of human rights and non-discrimination. International norms have a very important influence on the legal system and national policies of our country. Their relationship with the national legislation in force, determined by the Constitution of the Republic of Albania, gives the opportunity to refer to important international documents in the activity of our institution. In legislative recommendations and other recommendations, in decisions related to the review of complaints, in annual reports and special reports, the KMD has referred to international acts ratified by the Albanian state. The legal framework in the field of equality and non-discrimination has undergone developments during 2014, which we are informing in this issue of the report: The Convention of the Council of Europe "On the prevention and fight

against violence against women and violence in the family" 1 has been ratified from Albania in 2012. With the law no. 104/2012, "On the ratification of the Council of Europe Convention 'On the prevention and fight against violence against women and domestic violence'", the Albanian state has shown its readiness to complete the legal framework that addresses domestic violence and fulfil the obligations that derive from this Convention. The convention entered into force on August 1, 2014. This convention considers domestic violence as one of the most serious forms of human rights violations. The Convention recognizes violence against women as an expression of historically unequal power relations between women and men. The Convention applies to all forms of violence against women, including domestic violence, which disproportionately affects women. Prevention, protection of women against all forms of violence, prosecution of perpetrators, elimination of violence against women and domestic violence, elimination of all forms of discrimination against women, as well as promotion of real equality between men and women are some from the main pillars of this international act. The situation of discrimination in Albania This part presents the situation regarding some of the most widespread types of discrimination, referring to existing sources and findings from the activities of the Commissioner for Protection from Discrimination. From the practice of implementing the law no. 10221, dated 4.2.2010, "On protection from discrimination", year after year, a greater awareness of the general public and special groups on the legal means for protection from discrimination is being noticed. This is also reflected in the increase in the number of registered complaints and the implementation of the law "On Protection from Discrimination" in the courts as well. But, even though the number of complaints has increased, the awareness of the population still remains a priority of the KMD. It is worth noting that the increase in the number of complaints submitted to the KMD office is also highlighted in the Progress Report for Albania for 2014, which states that: "In the field of anti-discrimination, the number of complaints handled by the Commissioner for Protection from Discrimination (KMD) increased from 107 in 2012 to 256 complaints in 2013, while the number of ex- officio investigations launched by the KMD increased from 16 in 2012 to 31 in 20132". But, referring to this report, "The level of public awareness about the law and the complaint mechanism remains low".3 Regarding the situation of discrimination in Albania, it results those representatives of different groups such as representatives of the Roma and Egyptian communities, persons with disabled, women, representatives of the LGBT community, etc., face various forms of discrimination.

ABUSE OF PSYCHOACTIVE SUBSTANCES AND ALCOHOL

Drug proliferation is an expanding social tumor. Some research finds that there are 30 thousand users of PAS. Drug trafficking is one of the most profitable illegal activities in the world organized crime along with human trafficking, smuggling, economic crime and money laundering. Albania is not only a transit route for illegal drugs, but it it is the place where the drug is cultivated (mainly Cannabis Indica), produced (hashish oil and marijuana), is traded locally and abused. We cannot talk about an exact number of drug users from young Albanians but the Institute of Public Health in cooperation with other national and international organizations has carried out and continues to carry out a series of studies about this field.

According to the YRBS (youth risky behavior survey) study conducted in schools with young people aged 14-18 showed that 5.4% of the respondents had experimented with cannabis, 4% with ecstasy, 1.4% had used heroin and 1.6% had used cocaine. The capital holds the largest number of drug users who are teenagers and young adults. Institute of Public Health, but also centers that treat them report an increasing number of cases of people who take narcotics in Tirana Drug trafficking is one of the most profitable illegal activities of organized crime along with human trafficking, smuggling, economic crime and money laundering. Albania is not only a transit route for illegal drugs, but it is the place where the drug is cultivated (mainly Cannabis Indica), produced (hashish oil and marijuana), is traded locally and abused. We cannot talk about an exact number of drug users from young Albanians but the Institute of Public Health in cooperation with other national and international organizations has carried out and continues to carry out a series of studies about this field. According to the YRBS (youth risky behavior survey) study conducted in schools with young people aged 14-18 showed that 5.4% of the respondents had experimented with cannabis, 4% with ecstasy, 1.4% had used heroin and 1.6% had used cocaine. The capital holds the largest number of drug users who are teenagers and young adults. Institute of Public Health, but also centers that treat them report an increasing number of cases of persons who take narcotics in Tirana. From year to year the level of drug use by young Albanians the number of drug users has an increasing trend, but what remains more problematic is that these users are teenagers. About 6-7 percent of young people use drugs starting from the easiest, like smoking hashish, up to cocaine, heroin, with injections. “Circle 7-9 percent of high school youth have been exposed to drugs in or around school premises. So they have been offered the use of a drug near the school environment, which means that traffickers e drugs, they already work everywhere, even near schools”, A greater number of male users and users is observed most are young people from urban areas, mainly big cities like Tirana, Fieri, Durres, Vlora.

JORDAN

PEER VIOLENCE

Peer violence remains a significant concern in Jordan, impacting many young people across different settings, particularly within schools. According to a study conducted by the Ministry of Education, approximately 20% of students in Jordan have experienced some form of peer violence. Among the victims, 55% reported experiencing physical violence, 30% faced verbal abuse, and 15% endured social exclusion. Such violence may manifest as physical aggression, verbal abuse, or social exclusion. Disturbingly, the study revealed that peer violence affects boys more frequently than girls, and the negative repercussions include feelings of depression, anxiety, and low self-esteem among the victims.

CYBERBULLYING

The rise of technology and social media has brought forth a new form of aggression known as cyber bullying. The National Center for Human Rights reported that 15% of students in Jordan have experienced cyber bullying. Unlike traditional forms of bullying, cyber bullying occurs in the virtual realm, where individuals face harassment, threats, or humiliation. Disturbingly, the study found that cyber bullying is more prevalent among girls and primarily concentrated in urban areas. The emotional toll on victims can be equally severe, leading to symptoms of depression, anxiety, and self-harm. The most common platforms for cyber bullying were social media (70%), followed by instant messaging apps (20%) and online gaming communities (10%).

ABUSE OF PSYCHOACTIVE SUBSTANCES AND ALCOHOL

The abuse of psychoactive substances is a grave concern among Jordanian youth, contributing to a host of detrimental consequences. According to a study by the Ministry of Health, 10% of students in Jordan have engaged in the use of psychoactive substances. Among substance users, 42% admitted to using cannabis, 33% used prescription drugs without medical guidance, and 25% tried other illicit substances. The abuse is more common among boys and within urban communities. The ramifications of substance abuse can be severe, ranging from addiction and mental health issues to involvement in criminal activities.

DISCRIMINATION

Discrimination remains a persistent problem affecting many young people in Jordan. A study conducted by the United Nations revealed that 5% of students in the country have experienced discrimination based on their race, religion, or gender. The main forms of discrimination

included racial or ethnic discrimination (45%), religious discrimination (30%), and gender-based discrimination (25%). This form of prejudice can be particularly challenging for refugees and minority groups and is more prevalent in urban areas. The emotional toll of discrimination is significant, leading to feelings of depression, anxiety, and low self-esteem among its victims.

MENTAL HEALTH OF YOUNG PEOPLE

The outbreak of the COVID-19 pandemic has brought unique challenges to the mental health of young people in Jordan. A study by the World Health Organization found that 1 in 5 young people in Jordan experienced mental health problems since the onset of the pandemic. Among those with mental health issues, 60% reported symptoms of anxiety, 35% experienced depressive symptoms, and 5% exhibited signs of post-traumatic stress disorder. These problems include heightened levels of anxiety, depression, and post-traumatic stress disorder. Compared to other countries, Jordan has faced a particularly severe impact on the mental well-being of its youth population, likely due to the profound effects of the pandemic on various aspects of life.

TUNISIA

PEER VIOLENCE

Exploring the landscape of peer violence in Tunisia reveals critical insights into the challenges faced by individuals, particularly victims of violence. The research conducted by the Department of Forensic Medicine at the University Hospital Ibn El Jazzar of Kairouan (Tunisia) during an eight-year period (2009-2016) sheds light on the demographic aspects of victims. The study included 216 victims, ranging in age from 3 to 82 years, with a mean age of 20.4 years. Strikingly, the majority of victims were single (84.3%), unmarried (90.7%), and predominantly residing in rural areas. Rape, a severe form of violence, was found to be committed by a single individual in a significant percentage of cases (94.9%), and only 26.8% of cases involved a known assailant. These findings underscore the urgent need for targeted interventions and support mechanisms for individuals affected by peer violence, especially in rural areas where access to resources and assistance may be limited. Moreover, the prevalence of single assailants in instances of rape calls for a deeper understanding of the factors contributing to such occurrences and effective preventive strategies. Tackling peer violence requires a multifaceted approach that considers not only the immediate consequences for victims but also the societal and cultural factors that may perpetuate such behavior. The study provides a valuable baseline for developing evidence-based policies and interventions aimed at preventing and addressing peer violence in Tunisia. Additionally, addressing peer violence necessitates a comprehensive understanding of risk factors and potential interventions. It is crucial to explore the dynamics of violence among peers, including the role of bystanders, the impact of school environments, and the influence of familial and community factors. This holistic approach is essential for creating effective prevention strategies and fostering a culture of safety and respect among Tunisia's youth.

CYBERBULLYING

In the evolving landscape of digital interactions, cyberbullying emerges as a pressing concern, particularly among the youth population in the Islamic world, where 80% of individuals aged 13-19 use the internet and social sites extensively. According to the Arab Center for Educational Research for the Gulf States, cyberbullying is characterized by the deliberate and repeated use of information and communication technologies for aggressive behaviour against a victim who may struggle to defend themselves. The study conducted in 2015, involving a representative multistage sample of 1584 students in the Region of Sousse, Tunisia, using the revised Olweus Bully/Victim Questionnaire, provides insights into the prevalence and dimensions of cyberbullying among adolescents. The results reveal that 11.7% of respondents were classified as pure victims, 7.8% as pure bullies, 3.2% as bully-victims, and 75.5% as bystanders. Understanding the nuances of cyberbullying involves recognizing various forms, such as written bullying (including phone calls, text messages, and emails), visual bullying

(posting indecent images), exclusion from internet groups or chatting, and the sophisticated form of impersonation, which entails stealing a person's identity or using another person's account. Importantly, only 30.3% of cyberbullying victims indicated that they reported the incidents to someone, indicating a significant underreporting and the need for increased awareness and reporting mechanisms. The majority of students perceived that classmates (54.1%) and teachers (39.5%) took no action to counteract bullying, emphasizing the importance of fostering a supportive environment. Categorizing cyberbullying and its impact in Tunisia involves recognizing its association with adverse childhood experiences (ACE), including physical or sexual abuse and witnessing domestic violence. The study underlines the interconnectedness of these stressors, highlighting their graded relationship with mental health dysfunction in adolescence and adulthood. Moreover, the Global School-Based Student Health Survey conducted between 2018 and 2020 across Libya, Morocco, and Tunisia indicates that 33% of students reported being bullied in the previous month. Understanding the factors that may encourage cyberbullying in Tunisia involves considering individual, peer, school, parental, and societal risk factors, emphasizing the need for a comprehensive, multi-level approach to prevention.

DISCRIMINATION

Examining the landscape of discrimination in Tunisia reveals multifaceted challenges and areas for intervention. The enrolment of girls in education has accelerated, and the literacy rate among young females (ages 15-24) has significantly increased from 63% to 96% between 1984 and 2019. Tunisia stands out as one of the first Arab countries to ratify the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) in 1985, underscoring its commitment to gender equality. In the realm of employment, women face disparities, being less likely to be in paid jobs and more prone to engage in precarious and informal employment, earning substantially less than their male counterparts. This gender-based discrimination in the labor market reflects broader societal challenges and necessitates targeted efforts to ensure equal opportunities and fair treatment. Exploring the educational context, certain risk factors contribute to school bullying in Tunisia. Individual factors, such as being underweight or obese, belonging to a higher socioeconomic status, and being male, can influence bullying dynamics. Peer factors, including non- conformity to peer-group norms and having a delinquent record, are associated with bullying. School factors, such as the overall school environment and teachers' responses to bullying behavior, also play a role. Additionally, parental factors, such as experiencing physical abuse and being from low socioeconomic status families with authoritarian parents, contribute to the complexity of the issue. Understanding the nuances of discrimination further involves recognizing disparities in stress levels between genders. Girls in Tunisia perceive themselves as more stressed than boys, highlighting potential sources of gender-based stressors that require attention and mitigation strategies. Efforts to combat discrimination should also address societal attitudes and perceptions. The discriminatory practices and biases that manifest in various domains, including education and employment, necessitate targeted interventions. Creating awareness campaigns and implementing educational programs can challenge stereotypes and foster an inclusive culture that values diversity.

MENTAL HEALTH OF YOUNG PEOPLE

Research on mental health in Tunisia has addressed various aspects, including psychosocial well-being among adolescents, particularly in urban areas. A cross-sectional survey involving 699 secondary-school students unveiled a concerning 20.7% overweight rate, shedding light on the potential intersection of physical health and mental well-being. Teachers' perspectives on the causes and interventions for mental illness provided valuable insights into prevailing attitudes. One noteworthy finding was that 43.8% of students believed that a lack of self-discipline and willpower was a significant cause of mental illness. Additionally, a substantial portion of teachers identified stressful life events as a cause of schizophrenia. The study underscored the importance of understanding societal perceptions, as these play a crucial role in shaping attitudes toward mental health. Examining gender-based differences, it was revealed that a significant percentage (21.9%) of the female population did not consider depression as a mental illness. This raises questions about the awareness and understanding of mental health issues, especially among young women. The reluctance or perceived unlikelihood to seek help from health professionals among a considerable portion of respondents (39.6%) also indicated potential barriers to accessing mental health services. Furthermore, the study delved into the impact of the COVID-19 pandemic on the mental health of young segments. The global crisis amplified existing mental health challenges, leading to higher levels of psychological distress, anxiety, loneliness, and chronic stress. The analysis, conducted on articles focused on stress, distress, anxiety, and depression, revealed the widespread psychological consequences of the pandemic, emphasizing the need for targeted interventions. Another aspect considered was the variation in the impact of the COVID-19 outbreak on mental health worldwide, with a specific focus on the Arab countries in the Middle East and North Africa (MENA) region. Research in this region indicated a high prevalence of depression among the geriatric population, emphasizing the need for nuanced approaches to address mental health challenges across different age groups.

The issue of psychoactive substance abuse among Tunisian youth demands a comprehensive response, considering the multifaceted nature of the problem. The available epidemiological data point to a concerning trend, with approximately 350,000 drug users in Tunisia in 2012. This highlights the urgency of addressing substance abuse and implementing effective prevention and intervention measures. In terms of tobacco and alcohol consumption, the statistics are alarming. In a 2020 national survey, 34.5% of out-of-school young people (aged 15 to 24) reported smoking tobacco, with a notable gender difference—54.4% for boys and 7.5% for girls. Moreover, the 2020 national study on young people aged 15 to 19 revealed that 7.9% admitted to drinking alcohol, with significant variations between genders—15.2% for boys and 0.3% for girls. Regional disparities in alcohol use further emphasize the need for targeted interventions. Eastern Tunisia recorded the highest rate of alcohol use at 10.7%, while Southern Tunisia reported the lowest at 1.4%. This underscores the importance of tailoring substance abuse prevention strategies to address regional variations and specific risk factors. Understanding the socio-economic factors contributing to substance abuse is crucial for effective interventions.

The correlation between childhood social adversities and nicotine dependence, with 74% and 58% explained in females and males, respectively, highlights the need for early interventions and support systems for at-risk youth. Moreover, the link between adverse childhood experiences (ACE), such as physical or sexual abuse and witnessing domestic violence, and addictive behaviors necessitates a comprehensive approach. The recent adaptation of the ACE measure by the World Health Organization allows for a nuanced assessment of the negative impact of additional adverse experiences, shedding light on the interconnectedness of various stressors in adolescence. To address the abuse of psychoactive substances, a multi- pronged strategy is essential. This includes targeted educational programs in schools, community-based awareness campaigns, and accessible support services for individuals grappling with substance abuse. Additionally, collaboration between health authorities, educational institutions, and community organizations is pivotal to creating a comprehensive framework for prevention and intervention.

NOTE: Within the project a survey and focus groups were done with young people coming from Serbia, Italy, Bosnia and Herzegovina, Albania, Jordan and Tunisia. For more information about the results of these activities check out the document "Research on the safety of young people".

CHAPTER 3

THEMATIC WORKSHOPS

CHAPTER 3.1

THEMATIC WORKSHOPS

PEER VIOLENCE

PEER VIOLENCE

LABELS

TIME 60'

With this workshop, participants will learn more about diffeent kinds of peer violence, how to recognize the bully and the victim in different situations, and to analyze the cause of the bullying situations.

Objectives:	• To recognize different kinds and levels of peer violence • To recognize the characteristic of bullies and victims • To raise awareness about the problems of peer violence
Materials:	• Projector and screen • Flipchart • Handout • Papers • Pens/pencils
Group size:	20-30
Preparation:	Prepare necessary materials for work, 5 flipchart papers, markers, and hand-outs for each group (1 type of violence for one group).

INSTRUCTIONS

This workshop should start with showing short concept video on the topic of peer violence to the participants – „Peer Violence – Safebook" – Direct link: https://youtu.be/My0YE5Cx5GA) . After this, facilitators should lead discussion with questions like: Where can peer violence happen, what separates violence from peer violence, how we can recognize that violence is happening, etc. After this introduction to the topic, which should not last longer than 5 minutes, facilitators will explain to the participants that they will analyze different types of peer violence through exploring main characteristics of both victims and bullies and divide them into 5 groups. Each group will receive one flipchart paper, markers and definition of 1 type of peer violence (see handout). Participants will have 20 - 30 minutes for group work, after which they will present the type of peer violence their group got and main "labels" of victims and bullies which they defined. When all groups are done with their presentations, debriefing and evaluation will be done by the whole group.

DEBRIEFING AND EVALUATION

Ask participants following questions in order to conclude all lessons learned:
- How are you feeling? What did you learn?

- What was more difficult, describing victims or bullies? Why?
- Did you try to understand bullies' background and their reasons for violence? What is your conclusion?
- Are the labels you came up with a product of Internet search or your own opinions and experiences?
- How fair is to label people? In which situation can you justify stereotypes?

TIPS FOR FACILITATOR

Use concept video (Direct link: https://youtu.be/ My0YE5Cx5GA); you can use other videos on peer violence and cyberbullying as well. It is up to you to decide how many videos you will show, but keep in mind that this part of the session needs to be followed by brief discussion and that it should not last longer than 5 minutes. When it comes to the main part of the session, be careful and observe participants. Some of them might be victims of violence and their traumas can be triggered by this workshop. Remind them that they are all in a safe place and that they are not obliged to participate in any activity that can harm their wellbeing.

HANDOUT

Physical violence	Physical bullying is the most obvious form of bullying. It occurs when kids use physical actions to gain power and control over their targets. Examples of physical bullying include kicking, hitting, punching, slapping, shoving, and other physical attacks
Verbal violence	Perpetrators of verbal bullying use words, statements, and name-calling to gain power and control over a target. Typically, verbal bullies will use relentless insults to belittle, demean, and hurt another person. They choose their targets based on the way they look, act, or behave.
Emotional bullying	Emotional (psychological) bullying occurs when persons try to exclude one of their peers by changing their social standing, putting themselves in a more powerful and popular position in the process. This is a very calculated type of social manipulation that can leave targets feeling isolated and alone.
Sexual harassment / Abuse	Sexual harassment consists of repeated, harmful, and humiliating actions that target a person sexually. Examples include sexual name-calling, crude comments, vulgar gestures, uninvited touching, sexual propositioning, and sharing or making pornographic materials. A bully might make a crude comment about a peer's appearance, attractiveness, sexual development, sexual orientation or sexual activity. In extreme cases, sexual bullying opens the door to sexual assault.
Cyberbullying	Cyberbullying occurs when someone uses the internet to share hurtful comments, slander, embarrass, threaten, harass or otherwise harm someone else. If the event takes place with an adult present, the term changes to cyber-harassment. It can also be called cyberstalking.

PEER VIOLENCE

PEER PRESSURE

TIME 45'

The aim of this workshop is to shed light on various social influences on the individuals through a guided discussion, i.e., it should help participants to understand how strong the impact of the environment is on their behavior, but also how great their personal power and responsibility is in relation to those influences. The central problem of the workshop is the influence of the peer group on the individuals, especially the mechanism of peer pressure.

Objectives:	• To encourage participants to understand and take personal responsibility for their own and group decisions and behaviors • To help participants to think independently, to critically evaluate the behavior of a peer group and to learn to say "NO!" when needed
Materials:	• Papers with prepared questions, • For each group (Handout 1) • Flipchart papers • Markers • A4 paper
Group size:	20-30
Preparation:	Prior to the workshop, the facilitator prepares / modifies one copy of the list of questions (Handout 1) for each group.

INSTRUCTIONS

At the very beginning, the facilitator initiates a conversation on a topic guided by the following questions: Who and what externally affects you, your actions, your behavior? The facilitator encourages answers, reminds them about family, school, TV, peers, and writes answers on the flipchart, making the list as exhaustive as possible. For each of these categories, ask for an explanation of how it affects their behavior when the impact list is complete enough, the facilitator initiates a short discussion on the following issues:

- Are all influences of the same power? Whose influence do you consider the strongest / weakest?
- Does anyone think otherwise?
- Can you make your own decisions whether you will accept some of the mentioned influences or not?

- Which influences can you accept and which cannot?
- Does anyone think otherwise?
- What do you think about the influence of peers? How strong is that influence? Can you resist or not?
- The topic of this workshop will be the influence of a peer group.

After a discussion, which should not last more than 10 minutes, the facilitator divides participants into groups of five to seven members, and asks them to listen carefully to the following story (Handout 2 - "They made me do it").

After reading the story by the facilitator, each group will receive a list of questions related to the story (Handout 1). It is important to actively listen to the situation from this story, to discuss and answer the questions. They have 10 minutes to work. After that, each group presents its opinion.

The facilitator invites the groups to exchange their answers in a joint discussion. They do this by reporting to each group their answer to questions.

It is important that the facilitator connects the answers given by the participants, emphasizing the severity of the consequences that the characters of the story did not think about before embarking on the adventure.

When the reporting is complete, the facilitator addresses the question to the whole group:
- What, in fact, made Mark join his peers, even though he himself was not thrilled with the proposal? Why did he agree after all? What did he want to achieve?
- Was his consent also influenced by the fact that he was afraid of something? What?

FINAL DISCUSSION:

- What could Mark do in this situation not to agree to the persuasion of his friends, and to remain in good relations with them?

The facilitator may invite participants to recall situations in which they did not resist the persuasion of their peers. This can only be those situations after which they were sorry that they agreed to participate. How did they feel in that situation? How could they have reacted differently? Expected duration 5 to 10 minutes.

DEBRIEFING AND EVALUATION

Ask participants the following questions:
- Does the story of Mark and his friends seem realistic to you?
- Do you think that the influence of the environment / peers is now less / greater compared to some past times?

- How to strengthen young people so that they are not subject to the influence of their peers?
- Do you think that after this workshop you are more ready to resist the bad influence of your peers?

TIPS FOR FACILITATOR

The discussion should be led in the direction of discovering the needs and fears of the main character. Participants are expected to discover that Mark embarked on the adventure because he wanted to show his friends that he was loyal to them, at the same time fearing that he would be ridiculed and declared a coward. IMPORTANT - There may be a problem that participants are not motivated, or that it is difficult for them to talk about their experiences. Facilitator can encourage them by making an example as first one, but not his / her personal experience.

HANDOUT 1

- *How will Mark's parents feel when they receive a phone call from the police station?*
- *What do you think the parents will do about it?*
- *How do you think Mark's friends will justify what they did?*
- *What did Mark think and how did he feel after all?*

HANDOUT 2 - "THEY MADE ME DO IT"

Mark is a 16-year-old high school student, and he has a hard time making friends in his class. But last week the girl he liked, Sofi, invited the whole class to her birthday party because her parents were out of town, so she decided to throw a big party for everyone. Mark was very excited to go and spend time with his peers, but he was nervous and did not have any idea what gift he should get her. He asked one of her friends for advice and she told him that all the boys from the class would buy one big present for her, and that Mark could chip in with them. After school he approached the group of boys who were standing in a circle and whispering and asked to join in the birthday gift. They told him that Sofi wanted to try some dance drugs and that they found a guy who was selling ecstasy and MDMA and that Mark could give them part of the money for the drugs. He was surprised with this, but they told him that it was not a big deal and that they already did this before. Mark decided to give them 50 euros because this was an opportunity for him to be part of the group and to make a good impression on Sofi, but he told them he would not go with them to the dealers' house. Prior to the party, Mark was anxious and nervous, but he decided that this was a once in a lifetime opportunity to impress his peers and the girl he liked so he went to the address. There were a lot of people in Sofi's house, lights were dimmed, and music was very loud. One of the guys approached him and told him that their present was in the bathroom and that he could go in there to treat himself, but Mark ignored that, and he sat in the corner of the living room waiting for the opportunity to talk to Sofi. An hour later, music suddenly stopped, and someone shouted: "Police are here!". Police found a plastic bag with drugs on the bathroom sink and a note: Happy birthday, Sofi! Your friends John, Stan, Shorty, Steve, Alex, Jumbo, Miles and Mark. Officers identified everyone who was at the party, and they took all the guys who signed the note to the police station and called their parents.

SAFEBOOK

PEER VIOLENCE

BITTER REALITY

TIME 45'

Aim of this workshop is to bring participants closer to the feelings of the individual when they are rejected by the group of their peers, and thus increase the level of empathy in them, but also to introduce them with the existence of different institutions in charged for the safety and security of young people and what are the ways of reacting and reporting the peer violence.

Objectives:	• To allow participants to experience how the one who rejects and bullies feels and how the victims feels • To identify constructive approaches and steps that could be undertaken by victims, bullies and neutral observers • To provide participants with deeper understanding of the consequences of peer violence
Materials:	• Handout 1. "True stories" • A4 paper • Pencils
Group size:	20-30
Preparation:	Prior to the workshop, the facilitator should prepare enough copies of Handout 1 "True Stories" and List of questions (Handout 2) for each group

INSTRUCTIONS

Divide participants into 4 groups. Each group should find a place in the room, make a circle for themselves and stay like that waiting for the future instructions. One volunteer from each circle should stand in the center of, and after him, everyone will take turns in the center of that circle, so that all members of each group go through this position. Their task is to stand calmly in a circle, say nothing and just follow what is happening around them. The task of everyone else is to move slowly in a circle around the one who is in the center of the circle and to look at him, measure him, evaluate him, observe him curiously and calmly, as if looking for a flaw. When everyone counts to 30, they turn their backs on the person in the center and continue to move. When all the people in the group turn their backs, the next participant in the group is chosen to stand in the center of the circle and the whole process is repeated. When all the groups have finished with the exercise, they return to the big circle.

This is followed by a "guided discussion" by the facilitator through questions such as:
• How did you feel when you were in the center of the circle?

• What was harder or more uncomfortable: while they were looking at you or when they turned their backs on you?
• How did you feel when you were part of the group that observed the one in the center?
• What was harder for you - while you were in the center of the circle or while you were part of the bigger group?

Invite participants to go back to their groups and give each group one example of peer violence (Handout 1. "True stories"). Participants should read their stories carefully and answer on following questions included in Handout 2. Give them at least 15 minutes for this. After all groups are finished, they will firstly read their stories and then present their answers to the rest of the participants. Wait till all groups are done with their presentations and to start the debriefing and then tell them that all of these stories are true.

DEBRIEFING AND EVALUATION

In order to conclude this workshop and to emphasize lessons learned ask participants following questions:
- Was it difficult to imagine yourselves as victims during the first part of the session? Why?
- How did you feel while you were reading your stories?
- Was it hard to find alternative solutions for the stories?
- Are there any similarities and patterns between these cases?
- How would you feel if I told you that all of these stories are true?
- Are your opinions changed now that you know these are real-life events? If so, Does anyone think otherwise?

TIPS FOR FACILITATOR

During the implementation of the first part of the session, the facilitator must take care that all groups work at approximately the same pace, so as not to disrupt the process. During this activity, it is extremely important that everyone is silent while doing this and that special attention is paid to how they feel during this exercise. If during the second part of the session the participants have a problem with answering the questions, the facilitator should help them a little by giving some ideas.

HANDOUT 1 - TRUE STORIES

Story No.1

The violence against Alex started in September 2010, when one student waited for Alex in front of the school, knocked him to the ground and hit him. The following month, in October of the same year, the same student took him out of the locker room and brutally beat him in the bush in front of the school. He kicked him and hit him in the head. Everything was recorded by school cameras. Alex ended up on an infusion at the hospital. The third month of peer violence, in November 2010, another student physically attacked Alex and threatened him. Younger students from the sixth grade also tried to beat him at the urging of the older ones. He hid in the teacher's car, they surrounded him and rocked the car. He was beaten eight times. In addition, they constantly threatened him, insulted him and chased him after school. He asked his parents and school for help. His parents informed the principal, school psychologist, class teacher, several other teachers, school police officers and the police about the abuse of their son. They also addressed the School Administration, the Education Inspectorate and the Ministry of Education. The school once informed the police and they initiated educational and disciplinary proceedings against a student who was identified as the leader of the bullies, but also against Alex. Increased educational supervision over the "leader" ended on March 28 as "successful", although he brutally beat Alex only two days earlier. The "leader" finished the school year with excellent behavior, and Alex got a decreased grade for behavior because he was "restless and disrupted the classes". He began to lose his appetite, suffered from insomnia, or twitched when he was waking up. Because of the threats he received, he was afraid for his mother, sister and father. He would regularly go down in front of the building to check if any of those who were threatening really set fire to the family car. According to the findings of psychologists and neuropsychiatrists, this kind of peer violence caused Alex's anxiety, and sub depressive mood. He was prescribed therapy, and it was decided at his home that he would transfer to another school immediately after the end of the school year. A few days later he jumped from the third floor of the building where he lived. At the time when Alex killed himself, on May 10, 2011, after seven peers abused him for more than eight months, he had a concussion, a leg in a cast and a diagnosis of post-traumatic syndrome. He loved football, music, computers and he wanted to be a military pilot.

HANDOUT 1 - TRUE STORIES

Story No.2

Anne just started high school when she fell in love with the boy from another class and they started dating; she had a lot of girlfriends and she got the attention of other boys from her school. Everything was fine until she wanted to end her one-year relationship. After the breakup she came home and that was when her problems began. She received screenshots of someone's chat where her ex-boyfriend described how he took her virginity and what she liked in bed. Her girlfriends took her side at the beginning, but soon enough those messages were available to everyone in school, and people started talking behind her back. She asked for help from the school counselor but she only got advice not to pay attention to the gossip. A few months passed and she would still receive inappropriate messages form unknown numbers and fake profiles offering her money for sex, asking for provocative photos, sending her pornographic content and insults. Ultimately, she deleted all of her social media accounts and she withdrew to herself. Her parents and her teachers did not notice sudden changes in her behavior or if they did, they connected it to puberty. Almost exactly one year after the messages of her ex-boyfriend circled the school, Anne's face was photoshopped on explicit photo of a porn actress and shared with everyone, but now she was not aware of what was happening, and she tried to understand why people were whispering around her, pointing fingers and laughing at her but no one would speak with her. She tried to talk with her girlfriends but they would purposely ignore her. After a few days, one of her friends called her and told her about the picture; this girl told Anne that her parents forbid her to be her friend as they also found out about the photo. Anne was all alone, and the bullying got even worse, she would be cat called, pushed, her classmates would throw stuff at her and she was embarrassed to talk with anyone. Just a few weeks after the notorious photo circled the school, Anne took her life. She hang herself in her bedroom.

HANDOUT 1 - TRUE STORIES

Story No.3

Sladjana was born in Croatia. Her family moved to the United States of America in 2001, when she was nine years old. She has been described as a pretty, energetic, and charming girl who enjoyed dancing and cooking and who was proud of her heritage. While still attending Junior High School, Sladjana began attending guidance counseling sessions, frequently reporting her difficulties in forming friendships, her clothing, accent, name and ethnicity being mocked and her enduring accusations of being a lesbian sourcing from rumors regarding her limited interactions with many of her male peers. She even threatened to commit suicide to her High School counselor. The severity of the bullying her daughter endured in junior high school led her mother to request her daughter to be transferred to another junior high school in the district, but this request was denied. Sladjana did try to make friends with her peers at this school. Her younger brother, Goran, would later recollect the almost daily bullying his sister endured at Junior High School and, later, High School, would frequently result in her returning home from school upset and/or in tears. The bullying she endured increased greatly following her enrollment at High School. As had earlier been the case at her Junior High School, students would mock her for issues such as her distinctive accent and her name, with classmates, some of whom had previously been her friends regularly referring to her as "Slutty Jana" and "Sladjana Vagina". In one incident a teenage boy pushed her down a staircase, but remained unpunished by staff for the incident because of his elite athletic status. The incident was determined by the school to have been an accident. In another instance, a girl struck Sladjana in the face with a water bottle. She was also known to have had her locker door slammed into her hand on at least one occasion, and her purse stolen and its contents emptied onto a table. Likely due in part or whole to this increased bullying, her school attendance record rapidly declined in tenth grade, and she was known to have occasionally skipped classes and detentions. Her older sister also recalled that prank callers would frequently call her sister, or send messages to her cell phone, telling her she and her family should "go back to Croatia", otherwise either she would be "dead by morning" or her tormentors would find her after school. Sladjana committed suicide by tying one end of a rope around her neck and the other around a bed post before jumping out her bedroom window. She was 16 years old. In her four-page suicide noteshe wrote that, for more than half her life, she had endured bullying from classmates. Her suicide note extensively detailed the abuse she had endured at the hands of her tormentors at school, listing issues such as being criticized for her accent, enduring derogatory insults such as being called a "slut" and a "whore", and enduring people throwing food and drinks at her during lunchtime, leading to her eating her lunch alone in the school bathroom.

HANDOUT 1 - TRUE STORIES

Story No.4

14-year-old Kenneth began to be teased and bullied by classmates at his High School after he came out as gay earlier that year. People that were originally his friends, they turned on him, a lot of people, they either joined the bullies or they were too scared to say anything. He suffered constant bullying, he was made fun of, they would point fingers at him, push him in the hallways, he was excluded from all groups and during breaks he would be completely ignored or attacked by his peers who were once his friends. The anti-gay bullying also continued online, where his classmates created a hate group against gays and added Kenneth's friends as members, and got even worse when the freshman started receiving death threats from students on his phone. This group incited hate and violence towards all members of LGBTQ community but Kenneth was the main target and more than often he would receive the same posts that were shared in that group. He lived in fear for his safety as the threats became more serious and more often. He would be followed, they would regularly prank-call him, mess with his belongings all while completely ignoring him every time he would try to make contact with his peers. His mother said her son told her, "Mom, you don't know how it feels to be hated." Ultimately, he took his own life because of the violence he suffered on a daily basis.

HANDOUT 2 - QUESTIONS

1. Why was the victim bullied?
2. What types of violence you identified?
3. Who is responsible for the bullying?

PEER VIOLENCE

TIME 45'

ANTI-BULLYING ACTIONS

This workshop is a follow-up of the previous session. Participants will recognize all key actors in prevention of peer violence and analyze all possible tools and measures which can protect young people from suffering any form of violence from their peers.

Objectives:	• To provide participants with clear idea who is responsible for safety of young people and which institutions are in charge for resolving and mitigating conflicts among peers • To create systems for victim support • To develop strategies for recognizing and responding to the peer violence
Materials:	• Flip-chart papers • Markers
Group size:	20-30
Preparation:	Prior to the workshop, facilitators should familiarize themselves with school bodies, authorities and institutions which are responsible for resolving problems of peer violence in order to provide participants with necessary support and information.

INSTRUCTIONS

Invite participants to think about previous workshops and conclusions drawn from them. Then do the brainstorming on "Prevention of peer violence". Tell them to think about all the ways violence can be prevented, what the most important steps in prevention are, who the key actors in prevention of peer violence are, what the outcomes of good prevention are, etc. After brainstorming, shortly analyze the participant's answers and further explain less familiar terms. When this introductory part is over divide participants in groups (you can form same groups as in previous session) and give them instruction to recognize and define all problems connected to the peer violence (how it begins, why it is happening, what the consequences are), tell them to focus equally on problems of the victims, their families, other students who witnessed the violence and bullies as well. When they are finished with analyzing these problems, invite them to come up with solutions for everything they recognize as a problem of peer violence. Tell them to focus on peer violence in general but encourage them to use stories from previous sessions as well. Give them at least 20 minutes to work in groups and when all

groups are finished, they should present their ideas.

DEBRIEFING AND EVALUATION:

Ask participants following questions in order involve them in discussion:
- Were you aware of all existing support and preventive systems which were mentioned during this workshop?
- Do you consider proposed strategies and measures as realistic?
- What are the main obstacles and challenges in the assessment and mitigation process once violence has been reported to the authorities?
- Why did the system fail victims of these stories?
- Why did we do this session, why is it important to learn about this topic?

TIPS FOR FACILITATORS:

Do research on this topic before the actual workshop. Learn who are the key actors for prevention and combating peer violence, what are the main steps in these processes, what is the hierarchy between institutions responsible for safety of young people, especially in primary and high school, etc. Allow participants to challenge their opinions, motivate them to defend their opinion but also to accept other people's opinions. All of this will empower them further and give them tools, knowledge, and courage to promote safe behavior among their peers.

CHAPTER 3.2

THEMATIC WORKSHOPS

CYBERBULLYING

CYBER BULLYING

TIME 90'

CYBER VIOLENCE – OVERVIEW

This workshop aims to increase the social awareness of young people about cyberbullying by defining what it is and analyzing different cyberbullying types

Objectives:	• To understand the term cyberbullying • To analyze terminology connected with cyberbullying • To explore different cyberbullying situations that can occur
Materials:	• Flipchart • Papers • Writing tools • Handouts about cyberbullying and its types
Group size:	20-30
Preparation:	Facilitators divide participants into groups of 4-5 according to the total number of participants. Each group will be assigned a different Term (or more than one) connected to Cyberbullying to analyze. List of terms: Cyberbullying, Outing and Doxing, Cyberstalking, Scamming, Harassment.

INSTRUCTIONS

Participants in each group will be given around 25 minutes to search online or on the given resources the Term(s) they have been assigned. After they have a clear understanding of the Term, they will create a presentation to introduce and clarify the Term(s) to the rest of the group, in plenary. Every group should also include some examples either from real life or examples they found on internet. After each presentation, participants can ask questions and support the group by sharing ideas on how we can protect ourselves and they will also have an opportunity to share personal experience.

DEBRIEFING AND EVALUATION

- For the debriefing part, you can ask questions like:
- How much did you know these terms before?
- What did you learn during this session?
- How well can you recognize now different actions?

TIPS FOR FACILITATOR

Facilitators can prepare some handouts about the Terminology to support participants' research. Furthermore, they can support the groups during debriefing by asking to share personal experiences of participants related to each Term. Additionally, facilitators can present some of the support measures and ways for reporting in participants' countries (see Situation analysis).

HANDOUT - TERMINOLOGY HANDOUTS TO SHARE WITH PARTICIPANTS

Cyberbullying	Cyberbullying is bullying with the use of digital technologies. It can take place on social media, messaging platforms, gaming platforms and mobile phones. It is repeated behaviour, aimed at scaring, angering or shaming those who are targeted. Examples include: • spreading lies about or posting embarrassing photos of someone on social media • sending hurtful messages or threats via messaging platforms • impersonating someone and sending mean messages to others on their behalf. Face-to-face bullying and cyberbullying can often happen alongside each other. But cyberbullying leaves a digital footprint – a record that can prove useful and provide evidence to help stop the abuse.
Outing and Doxing	Outing is the act of sharing or publishing private information online. This also includes when people share private information that is designed to be viewed by one person but is then shared to the world. This can include financial or personal information including address'. An example is that you send someone a text that was meant for your best friends, and then they spread that text. Additionally, Outing is defined also as the practice of revealing the sexual or gender identity of a person. Doxing or doxing is the act of publicly revealing previously private personal information about an individual or organization, usually through the Internet. Methods employed to acquire such information include searching publicly available databases and social media websites (like Facebook), hacking, and social engineering. Doxing may be carried out for various reasons, including online shaming, extortion, and vigilante aid to law enforcement

Cyberstalking	Cyberstalking refers to the use of the internet and other technologies to harass or stalk another person online, and is potentially a crime in some countries. This online harassment, which is an extension of cyberbullying and in-person stalking, can take the form of e-mails, text messages, social media posts, and more and is often methodical, deliberate, and persistent. Most of the time, the interactions do not end even if the recipient expresses their displeasure or asks the person to stop. The content directed at the target is often inappropriate and sometimes even disturbing, which can leave the person feeling fearful, distressed, anxious, and worried. Here are some examples of things people who cyberstalk might do: • Post rude, offensive, or suggestive comments online • Follow the target online by joining the same groups and forums. • Send threatening, controlling, or lewd messages or emails to the target. • Use technology to threaten or blackmail the target. • Tag the target in posts excessively, even if they have nothing to do with them. • Comment on or like everything the target posts online • Create fake accounts to follow the target on social media • Message the target repeatedly • Hack into or hijack the target's online accounts. • Attempt to extort sex or explicit photos. • Send unwanted gifts or items to the target. • Release confidential information online • Post or distribute real or fake photos of the target. • Bombard the target with sexually explicit photos of themselves. • Create fake posts designed to shame the victim. • Track the target's online movements by installing tracking devices. • Hack into the target's camera on their laptop or smartphone as a way to secretly record them. • Continue the harassing behavior even after being asked to stop

Scamming	Scamming is a form of fraud and one of the most common types of confidence tricks. The scam typically involves promising the victim a significant share of a large sum of money, in return for a small up-front payment, which the fraudster claims will be used to obtain the large sum. If a victim makes the payment, the fraudster either invents a series of further fees for the victim to pay or simply disappears. Some types of scam: *Attempts to gain your personal information* Scammers use all kinds of sneaky approaches to steal your personal details. Once obtained, they can use your identity to commit fraudulent activities such as using your credit card or opening a bank account. *Buying or selling* Scammers prey on consumers and businesses that are buying or selling products and services. Not every transaction is legitimate. *Dating & romance* Scammers take advantage of people looking for romantic partners, often via dating websites, apps or social media by pretending to be prospective companions. They play on emotional triggers to get you to provide money, gifts or personal details. *Fake charities* Scammers impersonate genuine charities and ask for donations or contact you claiming to collect money after natural disasters or major events. *Investments* If you are looking for a fast way to make money, watch out – scammers have invented all sorts of fake money-making opportunities to prey on your enthusiasm and get hold of your cash. *Jobs & employment* Jobs and employment scams trick you into handing over your money by offering you a 'guaranteed' way to make fast money or a high-paying job for little effort. *Threats & extortion* Scammers will use any means possible to steal your identity or your money – including threatening your life or 'hijacking' your computer.

Scamming	*Unexpected money* Scammers invent convincing and seemingly legitimate reasons to give you false hope about offers of money. There are no get-rich-quick schemes, so always think twice before handing over your details or dollars. *Unexpected winnings* Don't be lured by a surprise win. These scams try to trick you into giving money upfront or your personal information in order to receive a prize from a lottery or competition that you never entered.
Harassment	Harassment is a broad category under which many types of cyberbullying fall into, but it generally refers to a sustained and constant pattern of hurtful or threatening online messages sent with the intention of doing harm to someone. Online sexual harassment encompasses a wide range of behaviors that use digital content (images, videos, posts, messages, pages) on a variety of different platforms (private or public). Revenge porn is defined as revealing or sexually explicit images or videos of a person posted on the internet, typically by a former sexual partner, without the consent of the subject and in order to cause them distress or embarrassment. Slut Shaming is a cyberbullying tactic primarily targeting a female. A form of sexual cyberbullying, Slut Shaming occurs when a cyberbully records images or videos of the target child that can easily be construed as sexually provocative. Often, the images and video used to shame the target child have been captured without the child's consent or knowledge. Once these images and videos have been obtained, the cyberbully publishes this information throughout the school and within social networking sites.

SAFEBOOK

CYBER BULLYING

TIME 45'

HOW DID THE PANDEMIC CHANGE OUR COMMUNICATION?

This workshop will introduce participants with the concept of online communication and what this implies, they will understand better why and how their lives changed and they will be able to separate negative consequences of online communication from positive consequences.

Objectives:	• To provide participants with the knowledge on different forms of communication. • To understand better how internet affected different segments of our lives. • To spot and understand what the negative sides of online communication are and what are the positive ones.
Materials:	• Flipchart • Papers • Handout
Group size:	20-30
Preparation:	Write down a word: communication on a flip chart. Before the workshop starts, also prepare 4 separate flip chart papers and write down the following on each paper: education, social life, informing (current events), entertainment and leisure; then divide each paper with marker in half and put + and – on every flipchart paper.

INSTRUCTIONS

Invite participants to brainstorm on the word "Communication". Write down their answers and shortly discuss everything that is written down. Summarize the answers in a few categories (verbal, non-verbal, written, visual, etc.). Ask participants if they can tell what communication in their own words is, listen to the answers and use the closest definition as a good answer and then give them the handout with written definition and read it out loud. Ask participants following questions:

- How did their usual way of communication change during the pandemic?
- Do they think this change will have long-term consequences on society?

After short discussion divide them in 4 groups and give previously prepared flip chart papers to each group. Explain to them that they will now discuss how this change in communication affected the specific area of life which they group got. Tell them to separate those effects on positive and negative. Give them 15 minutes for this. After they finish, each group will present their work.

DEBRIEFING AND EVALUATION:

Ask them following questions:
- Was it difficult to come up with the examples for your group? If yes, why?
- Do you think some other group had an easier or more difficult task than your group? If yes, why?
- Were you aware of all the examples you heard during this session?
- Did some examples surprise you, which ones?

TIPS FOR FACILITATOR

Carefully listen to participants during the brainstorming and lead them on with follow-up questions (is communication only achieved through conversation, what is the goal of communication, what are the graffiti for, etc.) Apply this also during group work.

HANDOUT

Communication is a process by which information is exchanged between individuals through a common system of symbols, signs, or behaviors. Communication has the purpose of exchanging information.

Types of communication:

Verbal (conversation - face-to-face, telephone, radio or television and other media and similar)

Non verbal (body language, gestures, how we dress or act, where we stand, and even our scent. There are many subtle ways that we communicate (perhaps even unintentionally) with others. For example, the tone of voice can give clues to mood or emotional state, whilst hand signals or gestures can add to a spoken message) Visual (graphs and charts, maps, logos, photos, videos, art, drawings and other visualizations can all communicate messages)

Written (letters, e-mails, social media, books, magazines, the Internet and other media, and similar)

CYBER BULLYING

KEYBOARD LIONS

TIME 60'

During this session participants will have the opportunity to understand better that online communication and especially online violence affects people in the same way as offline communication. Besides this, behavior of cyber bullies will be brought to absurdity through dramatization to provoke reactions from participants.

Objectives:	• To make groups familiar with cyber bullying term • To discuss and analyze negative commenting online • To reverse the point of view on online commenting • To enhance creative writing and social interaction skills
Materials:	• Handout 1 with different examples of online violence
Group size:	20-30
Preparation:	In the handout section you can find 3 examples of cyberbullying, these handouts can be used as well but you should explore new and adjust existing examples of online violence to the group.

INSTRUCTIONS

Shortly discuss with the participants the problem of cyberbullying. Remind them that this is a safe space and that they can share their own personal experiences or events which happened in their community. Ask them what cyberbullying implies, ask them why they think this is happening, discuss shortly about different social media platforms and their role in online violence. Tell them that for the next part of this workshop you will need volunteers for dramatization of different situations. Tell them that not all participants have to take part as this exercise can be triggering for some people. Ask for the first couple to come in front of the group and explain the situation to them. One is the bully and other one is the victim, when they decide on the role give the script to the "bully" (this will be the handout), bully will read its lines and act according to the content of the script, after the first pair, the second pair or group will repeat the process and so on till all volunteers participated. This should be done quickly without discussions in between dramatizations and participants who volunteered to be victim, or a bully can switch their role for different examples. After this is done, invite participants to sit down in a closed circle in order to discuss this session more thoroughly.

DEBRIEFING AND EVALUATION:

This is the most important part of the workshop and it requires concentration and active listening. Sit with participants in the closed circle and lead the discussion with following questions:

- How did you feel during this exercise (as observer, as the victim and as the bully)?
- What were you thinking while others were yelling at you or threatening you?
- Was it harder to be a bully or to be a victim for those who acted as both? Why?
- What was your first thought on how to react to the violence?
- Would you react differently now that you had some time to think about it?
- Where is the difference between online and offline violence?
- What is the most appropriate way of responding to the bully / keyboard lion?
- Did this workshop change your understanding or opinion on cyberbullying? If yes, how, what is different?

The facilitators can finish the workshop by pointing out major questions and answers provided by UNICEF on the topic of cyberbullying such as:

1. Am I being bullied online? How do you tell the difference between a joke and bullying?
2. What are the effects of cyberbullying?
3. Who should I talk to if someone is bullying me online? Why is reporting important?
4. I'm experiencing cyberbullying, but I'm afraid to talk to my parents about it. How can I approach them?
5. How can I help my friends report a case of cyberbullying especially if they don't want to do it?
6. How do we stop cyberbullying without giving up access to the internet?
7. How do I prevent my personal information from being used to manipulate or humiliate me on social media?
8. Is there a punishment for cyberbullying?
9. Internet companies don't seem to care about online bullying and harassment. Are they being held responsible?
10. Are there any online anti-bullying tools for children or young people?

At the end of the workshop, facilitators provide Handout 2 to the participants.

TIPS FOR FACILITATOR

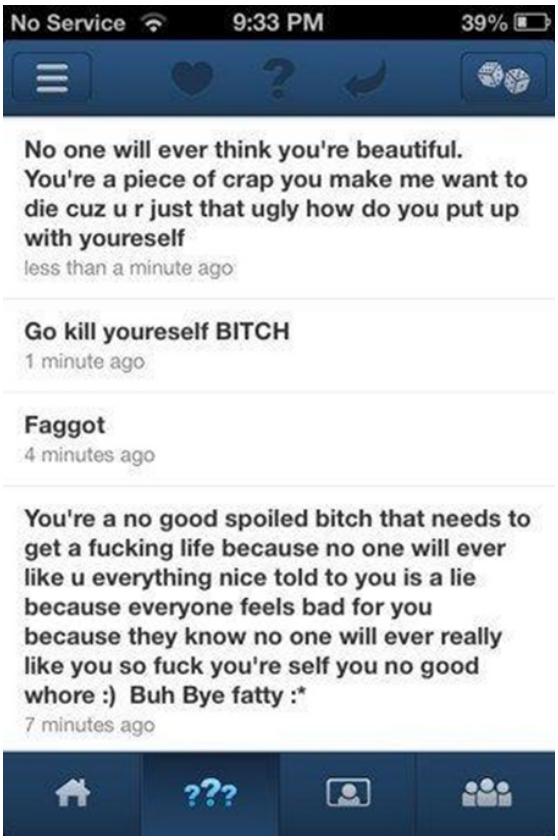
This workshop can trigger some of the negative flashbacks for those participants who were victims of bullying, observe participants and remind them that this is acting and that if they do not feel comfortable, they can only observe but include them in the debriefing part. During the debriefing part you should lead the discussion but if you feel that participants are motivated to talk with each other let them speak freely.

HANDOUT 1

Example 1.

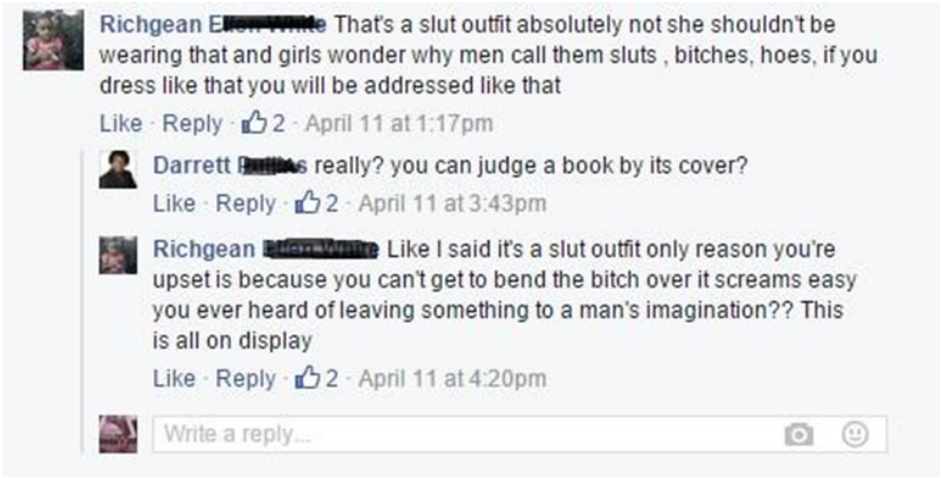
HANDOUT 1

Example 2.



HANDOUT 1

Example 3.

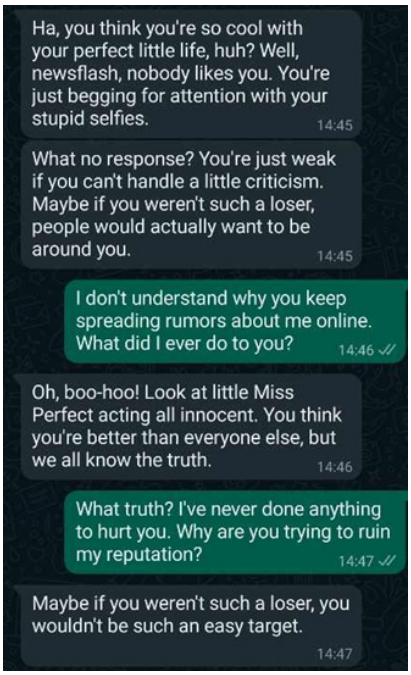


HANDOUT 1

Example 4.

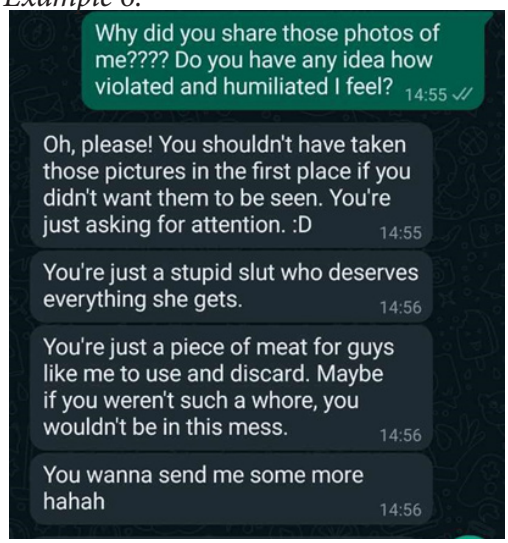
HANDOUT 1

Example 5.



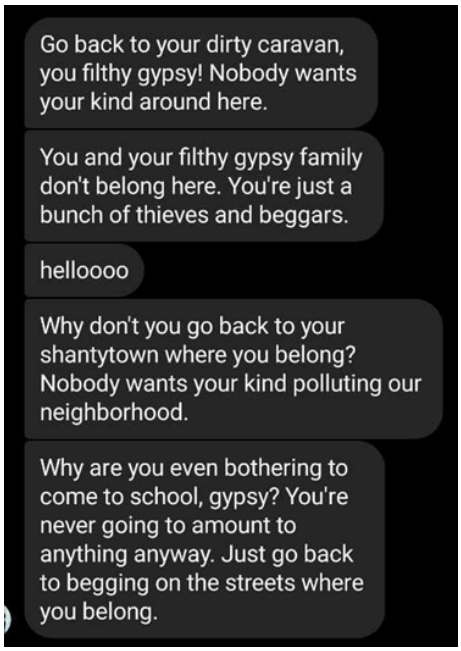
HANDOUT 1

Example 6.



HANDOUT 1

Example 7.



HANDOUT 1

Example 8.

CYBER BULLYING

VERSION 2 - CYBER POLICE

TIME 60'

This activity is a game which is designed to raise awareness about cyber bullying and improper speech online as well as positive comments need and power by improving creative writing and social skills.

Objectives:	• To make groups familiar with cyber bullying term • To discuss and analyse negative commenting online • To reverse the point of view on online commenting • To enhance creative writing and social interaction skills
Materials:	• Access to the internet • Paper and writing tools (pens, markers) • Handout 1 • Handout 2
Group size:	20-30
Preparation:	Facilitators should be ready for a discussion about cyber bullying and negative comment issues, find some online articles or posts on socially "sensitive" issues (e. g. body positivism, feminism, political or religious events) with a lot of comments.

INSTRUCTIONS

1. At the beginning of the workshop, facilitators introduce the topic of the workshop and starts the discussion about cyber bullying. Participants all together discuss the issue of cyber bullying and its negative aspects on young people. More attention is dedicated to negative commenting online and how it affects people. Participants are asked to share their personal experience too. Initial discussion should be up to 10 minutes.

2. Facilitators divides group into a couple of small groups with 4-5 people per group. The groups of cyber police are formed. They all get the task to analyse posts or articles at the social networks with socially "sensitive" topics. In this activity main focus of analysis should be put on the comment section than the article itself. Also, participants may use their own personal experience (their own posts or posts of their friends) if preferred. Groups of cyber police should review comments and pay attention to how many of them are good and supporting,

how many are negative. They should decide which comments they would block and why. Also, cyber police should suggest how to rewrite negative comments making them sound…positive! Time for this activity is up to 30 minutes.

3. If workshops might be extended, cyber police might create a wall of positive comments. In this case, they should write some of the best and most inspiring comments they found or, even better, create their own nice and positive comments and write them on this wall of comments.

DEBRIEFING AND EVALUATION

At the end of activity, all cyber police groups should present their results and discuss how easy was it to find positive comments, what is the balance between negative and positive comments, what kind of comments they would choose to block and why and also how they rewrote negative comments into positive ones, if it was easy or not and why. The facilitators can finish the workshop by pointing out major questions and answers provided by UNICEF on the topic of cyberbullying such as:

1. Am I being bullied online? How do you tell the difference between a joke and bullying?
2. What are the effects of cyberbullying?
3. Who should I talk to if someone is bullying me online? Why is reporting important?
4. I'm experiencing cyberbullying, but I'm afraid to talk to my parents about it. How can I approach them?
5. How can I help my friends report a case of cyberbullying especially if they don't want to do it?
6. How do we stop cyberbullying without giving up access to the internet?
7. How do I prevent my personal information from being used to manipulate or humiliate me on social media?
8. Is there a punishment for cyberbullying?
9. Internet companies don't seem to care about online bullying and harassment. Are they being held responsible?
10. Are there any online anti-bullying tools for children or young people?

At the end of the workshop, facilitators provide Handout 2 to the participants. Time for the activity is up to 20 min.

TIPS FOR FACILITATOR

These workshops might be combined with other topics too by selecting specific articles or posts; also different types of posts might be given to groups to see which social topics get more negative comments than others or comments differ from topic to topic (this discussion should be included in debriefing).

HANDOUT 1

Examples of socially sensitive articles or posts might be prepared if requested, the instructions are indicated above.

1. Am I being bullied online? How do you tell the difference between a joke and bullying?

UNICEF:
All friends joke around with each other, but sometimes it is hard to tell if someone is just having fun or trying to hurt you, especially online. Sometimes they will laugh it off with a "just kidding," or "don't take it so seriously.". But if you feel hurt or think others are laughing at you instead of with you, then the joke has gone too far. If it continues even after you have asked the person to stop and you are still feeling upset about it, then this could be bullying. And when the bullying takes place online, it can result in unwanted attention from a wide range of people including strangers. Wherever it may happen, if you are not happy about it, you should not have to stand for it. Call it what you will – if you feel bad and it does not stop, then it is worth getting help. Stopping cyberbullying is not just about calling out bullies, it is also about recognizing that everyone deserves respect – online and in real life.

2. What are the effects of cyberbullying?

UNICEF:
When bullying happens online it can feel as if you are being attacked everywhere, even inside your own home. It can seem like there is no escape. The effects can last a long time and affect a person in many ways:
- **Mentally** — feeling upset, embarrassed, stupid, even angry
- **Emotionally** — feeling ashamed or losing interest in the things you love
- **Physically** — tired (loss of sleep) or experiencing symptoms like stomach aches and headaches.

The feeling of being laughed at or harassed by others, can prevent people from speaking up or trying to deal with the problem. In extreme cases, cyberbullying can even lead to people taking their own lives. Cyberbullying can affect us in many ways. But these can be overcome, and people can regain their confidence and health.

3. Who should I talk to if someone is bullying me online? Why is reporting important?

UNICEF:
If you think you are being bullied, the first step is to seek help from someone you trust such as your parents, a close family member or another trusted adult. In your school you can reach out to a counsellor, the sports coach or your favorite teacher. And if you are not comfortable talking to someone you know, search for a helpline in your country to talk to a professional counsellor.
If the bullying is happening on a social platform, consider blocking the bully and formally reporting their behavior on the platform itself. Social media companies are obligated to keep their users safe. It can be helpful to collect evidence – text messages and screen shots of social media posts – to show what has been going on.
For bullying to stop, it needs to be identified and reporting it is key. It can also help to show the bully that their behavior is unacceptable. If you are in immediate danger, then you should contact the police or emergency services in your country.

Facebook/Instagram:
If you are being bullied online, we encourage you to talk to a parent, teacher, or someone else you can trust -- you have a right to be safe. We also make it easy to report any bullying directly within Facebook or Instagram. You can always send our team an anonymous report from a post, comment or story on Facebook or Instagram. We have a team who reviews these reports 24/7 around the world in 50+ languages, and we will remove anything that's abusive or bullying. These reports are always anonymous. We have a guide on Facebook that can help lead you through the process of dealing with bullying -- or what to do if you see someone else being bullied. On Instagram, we also have a Parent's Guide that provides recommendations for parents, guardians and trusted adults on how to navigate cyberbullying, and a central hub where you can learn about our safety tools.

Twitter:
If you think that you are being cyberbullied, the most important thing is to ensure you are safe. It is essential to have someone to talk to about what you are going through. This may be a teacher, another trusted adult, or a parent. Talk to your parents and friends about what to do if you or a friend are being cyberbullied. We encourage people to report accounts to us that may break our rules. You can do this through the support pages on our Help Center or through the in-Tweet reporting mechanism by clicking on the "Report a Tweet" option.

4. I'm experiencing cyberbullying, but I'm afraid to talk to my parents about it. How can I approach them?

UNICEF:
If you are experiencing cyberbullying, speaking to a trusted adult – someone you feel safe talking to – is one of the most important first steps you can take. Talking to parents is not easy for everyone. But there are things you can do to help the conversation. Choose a time to talk when you know you have their full attention. Explain how serious the problem is for you. Remember, they might not be as familiar with technology as you are, so you might need to help them to understand what is happening.
They might not have instant answers for you, but they are likely to want to help and together you can find a solution. Two heads are always better than one! If you are still unsure about what to do, consider reaching out to other trusted people. There are often more people who care about you and are willing to help than you might think!

5. How can I help my friends report a case of cyberbullying especially if they don't want to do it?

UNICEF:
Anyone can become a victim of cyberbullying. If you see this happening to someone you know, try to offer support. It is important to listen to your friend. Why don't they want to report being cyberbullied? How are they feeling? Let them know that they do not have to formally report anything, but it is crucial to talk to someone who might be able to help. Remember, your friend may be feeling fragile. Be kind to them. Help them think through what they might say and to whom. Offer to go with them if they decide to report. Most importantly, remind them that you are there for them and you want to help.
If your friend still does not want to report the incident, then support them in finding a trusted adult who can help them deal with the situation. Remember that in certain situations the consequences of cyberbullying can be life threatening. Doing nothing can leave the person feeling that everyone is against them or that nobody cares. Your words can make a difference.

Facebook/Instagram:
We know that it can be hard to report someone. But it is never OK to bully anyone. Reporting content to Facebook or Instagram can help us better keep you safe on our platforms. Bullying and harassment are highly personal by nature, so in many instances, we need a person to report this behavior to us before we can identify or remove it. Reporting a case of cyberbullying is always anonymous on Instagram and Facebook, and no one will ever know you let us know about this behavior. You can report something you experience yourself, but it is also just as easy to report for one of your friends using the tools available directly in the app. More information on how to report something is included in Instagram's Help Center and on Facebook's Help Center. You could also let your friend know about a tool on Instagram called Restrict, where you can discreetly protect your account without having to block someone -- which can seem harsh for some people.

Twitter:
We enabled bystander reporting which means that you can make a report on behalf of another person. This can now be done for reports of private information and impersonation as well.

6. How do we stop cyberbullying without giving up access to the Internet?

UNICEF:
Being online has so many benefits. However, like many things in life, it comes with risks that you need to protect against. If you experience cyberbullying, you may want to delete certain apps or stay offline for a while to give yourself time to recover. But getting off the Internet is not a long-term solution. You did nothing wrong, so why should you be disadvantaged? It may even send the bullies the wrong signal — encouraging their unacceptable behavior.
We all want cyberbullying to stop, which is one of the reasons reporting cyberbullying is so important. But creating the Internet we want goes beyond calling out bullying. We need to be thoughtful about what we share or say that may hurt others. We need to be kind to one another online and in real life. It is up to all of us! We need to be thoughtful about what we share or say that may hurt others.

Facebook/Instagram:
Keeping Instagram and Facebook safe and positive places for self-expression is important to us -- people will only be comfortable sharing if they feel safe. But we know that cyberbullying can get in the way and create negative experiences. That is why at Instagram and Facebook, we are committed to leading the fight against cyberbullying. We are doing this in two main ways. First, by using technology to prevent people from experiencing and seeing bullying. For example, people can turn on a setting that uses artificial intelligence technology to automatically filter and hide bullying comments intended to harass or upset people. Second, we are working to encourage positive behavior and interactions by giving people tools to customize their experience on Facebook and Instagram. Restrict is one tool designed to empower you to discreetly protect your account while still keeping an eye on a bully.

Twitter:
Since hundreds of millions of people share ideas on Twitter, it is no surprise that we do not all agree. That is one of the benefits because we can all learn from respectful disagreements and discussions. But sometimes, after you have listened to someone for a while, you may not want to hear them anymore. Their right to express themselves does not mean you are required to listen.

7. How do I prevent my personal information from being used to manipulate or humiliate me on social media?

UNICEF:
Think twice before posting or sharing anything online – it may stay online forever and could be used to harm you later. Do not give out personal details such as your address, telephone number or the name of your school. Learn about the privacy settings of your favorite social media apps. Here are some actions you can take on many of them:

- You can decide who can see your profile, send you direct messages or comment on your posts by adjusting your account privacy settings.
- You can report hurtful comments, messages and photos and request they be removed.
- Besides 'unfriending', you can completely block people to stop them from seeing your profile or contacting you.
- You can also choose to have comments by certain people to appear only to them without completely blocking them.
- You can delete posts on your profile or hide them from specific people.
- On most of your favorite social media, people are not notified when you block, restrict or report them.

8. Is there a punishment for cyberbullying?

UNICEF:
Most schools take bullying seriously and will take action against it. If you are being cyberbullied by other students, report it to your school. People who are victims of any form of violence, including bullying and cyberbullying, have a right to justice and to have the offender held accountable. Laws against bullying, particularly on cyberbullying, are relatively new and still do not exist everywhere. This is why many countries rely on other relevant laws, such as ones against harassment, to punish cyberbullies.
In countries that have specific laws on cyberbullying, online behavior that deliberately causes serious emotional distress is seen as criminal activity. In some of these countries, victims of cyberbullying can seek protection, prohibit communication from a specified person and restrict the use of electronic devices used by that person for cyberbullying, temporarily or permanently. However, it is important to remember that punishment is not always the most effective way to change the behavior of bullies. It is often better to focus on repairing the harm and mending the relationship.

Facebook/Instagram:
On Facebook, we have a set of Community Standards, and on Instagram, we have Community Guidelines that we ask our community to follow. If we find content that violates these policies, like in the case of bullying or harassment, we will remove it. If you think content has been removed incorrectly, we also allow for appeals. On Instagram, you can appeal content or account removal through our Help Center. On Facebook, you can also go through the same process on the Help Center.

Twitter:
We strongly enforce our rules to ensure all people can participate in the public conversation freely and safely. These rules specifically cover a number of areas including topics such as:
- Violence
- Child sexual exploitation
- Abuse/harassment
- Hateful conduct
- Suicide or self-harm
- Sensitive media, including graphic violence and adult content.

As part of these rules, we take a number of different enforcement actions when content is in violation. When we take enforcement actions, we may do so either on a specific piece of content (e.g., an individual Tweet or Direct Message) or on an account

9. Internet companies don't seem to care about online bullying and harassment. Are they being held responsible?

UNICEF:
Internet companies are increasingly paying attention to the issue of online bullying. Many of them are introducing ways to address it and better protect their users with new tools, guidance and ways to report online abuse. But it is true that even more is needed. Many young people experience cyberbullying every day. Some face extreme forms of online abuse. Some have taken their own lives as a result. Technology companies have a responsibility to protect their users especially children and young people. It is up to all of us to hold them accountable when they are not living up to these responsibilities.

10. Are there any online anti-bullying tools for children or young people?

UNICEF:
Each social platform offers different tools (see available ones below) that allow you to restrict who can comment on or view your posts or who can connect automatically as a friend, and to report cases of bullying. Many of them involve simple steps to block, mute or report cyberbullying. We encourage you to explore them. Social media companies also provide educational tools and guidance for children, parents, and teachers to learn about risks and ways to stay safe online. Also, the first line of defense against cyberbullying could be you. Think about where cyberbullying happens in your community and ways you can help – by raising your voice, calling out bullies, reaching out to trusted adults or by creating awareness of the issue. Even a simple act of kindness can go a long way.
If you are worried about your safety or something that has happened to you online, urgently speak to an adult you trust. Many countries have a special helpline you can call for free and talk to someone anonymously. Visit Child Helpline International to find help in your country. The first line of defense against cyberbullying could be you.

Facebook/Instagram:
We have a number of tools to help keep young people safe:
• You can opt to ignore all messages from a bully or use our Restrict tool to discreetly protect your account without that person being notified.
• You can moderate comments on your own posts.
• You can modify your settings so that only people you follow can send you a direct message.
And on Instagram, we send you a notification you're about to post something that might cross the line, encouraging you to reconsider. For more tips on how to protect yourself and others from cyberbullying, check out our resources on Facebook or Instagram.

Twitter:
If people on Twitter become annoying or negative, we have tools that can help you, and the following list is linked to instructions on how to set these up.
• Mute - removing an account's Tweets from your timeline without unfollowing or blocking that account.
• Block - restricting specific accounts from contacting you, seeing your Tweets, and following you.
• Report - filing a report about abusive behavior.

CYBER BULLYING

INSTAGRAM VS. REALITY

TIME 45'

Participants will have the opportunity to discuss how much social media is affecting their personalities and their self-esteem and self-image which will allow them to better understand consequences of hateful and offensive comments.

Objectives:	• To encourage participants to think about influence of social media networks on their personal lives • To encourage critical thinking among participants • To understand what the terms are "beauty standards", "body positivity", "Self-absorption"
Materials:	• Two drawings of Instagram feeds on two flip-chart papers, • Sticky notes • Markers
Group size:	20-30
Preparation:	Draw two Instagram feed posts, one should have at least 2 thousand likes and a lot of comments, and the other one only 10 likes, everything else needs to be the same, leave the space where the picture normally goes empty.

INSTRUCTIONS

Ask participants if they have Instagram accounts, whether they are private or business accounts, ask them how much time they spend on this app, and ask those who do not use Instagram to explain why they do not use this app. After this, reveal two drawings of Instagram posts and ask them to notice the differences, after the big difference in the number of likes is recognized give each participants few sticky notes and give them the instruction to describe what can be on these two posts that resulted in so many / so few likes and to put their ideas on appropriate flipchart. Encourage them to write as many ideas as they want. After everyone finished, read each sticky note out loud and ask for the comments from the group (if they agree, if not why; if that is happening in reality, if they would like those posts, how many of those comments are negative, etc.). After this, facilitator should lead the discussion with following questions:

• Were your answers based on real examples, stereotypes or prejudices?

• In your opinion, who is more likely to be exposed to cyber bullying – a person with 2 thousand likes or 10 likes?

• What are the beauty standards?
• How much do those beauty standards influence young people, are there any differences based on gender? Who is more affected by this, boys or girls? Why?
• What is a self-image? Do we form our self-image based on external or internal influences? Explain?
• Can you really know someone only through their Instagram (or any other social media)?
• Why do people tend to embellish their lives and reality on social media?
• Who is more likely to receive offensive comments and messages on Instagram, famous person or non-famous person? Why?
• Is it easier for influencers or famous people to cope with negativity and cyberbullying? Explain?

After the discussion is over, ask them how they feel and tell them that they will now focus on the positive sides of Instagram (and other social media networks). Each participant should come up with at least one example of the benefits of Instagram or some other similar social media networks. Advise them to be concrete when giving examples, to use their personal experience or close examples in order to achieve diversity in responses.

DEBRIEFING AND EVALUATION

To conclude the workshop and to summarize lessons learned start up the conversation with following questions:
• Which part of this session was the most interesting to you, why?
• Were you surprised by some opinions and attitudes during the discussion?
• Will you use Instagram differently after this session? How?

TIPS FOR FACILITATOR

Keep in mind that some of the participants can be triggered by this session, or they can feel attacked by other participants during the discussions, try to relax the group prior to the discussion, remind them that this is a safe place where everyone can express themselves freely but without hurting someone else's feelings.

CYBER BULLYING

TIME 45'

CHALLENGE THE CHALLENGERS

Participants should develop skills to recognize potentially harmful and dangerous trends on social media and to use their imagination, creativity and critical thinking to counter those negative phenomena.

Objectives:	• To understand the negative consequences and safety risks of popular challenges on social media networks • To motivate participants to counter dangerous trends on internet and to promote safety on internet • To create new and alternative challenges while promoting safe behavior of young people
Materials:	• Internet connection • Papers • Markers
Group size:	20-30
Preparation:	Prepare some of the popular TikTok challenges in advance in case that participants aren't able to find or decide on one example.

INSTRUCTIONS

Ask participants how many of them have accounts on TikTok, start the conversation with them about the content they follow on this network, and ask those who do not use this social network to share their reasons for that. Ask them if they heard or participated in some of the popular challenges and to describe the challenge in question. After this short conversation, divide them into 5 groups and explain to them that in the first part of this session they will find one potentially dangerous challenge or trend which leads to young people being hurt in some way. Keep in mind that all groups should have different cases, so facilitators should monitor this part of the session carefully in order to avoid overlapping between groups. When all groups have their examples, invite them to analyze the challenge, who is the target group, why it is harmful / dangerous, if there are any victims or tragic outcomes, who is responsible for that, etc. The second part of the session will be to come up with alternative challenges or trends which will essentially promote safe behavior, healthy lifestyles, or creativity among young people. When all groups are finished, they will present the short review of the negative example they used as inspiration for their new challenge.

DEBRIEFING AND EVALUATION

Ask participants to sit back in their groups and ask them following questions:
- Did you know about all of the examples presented today?
- Were you surprised to hear about one specific challenge, why?
- Which positive challenge you liked the most? Why?
- If you think about the beginning of this session and the conversation we had, are there more positive or negative sides to the new social media like TikTok?
- Would you join in on some of the positive challenges presented today?

TIPS FOR FACILITATORS

Developed ideas can be used in real life and promoted on social media, so facilitators should encourage participants who are familiar with the topic to launch those ideas and put them to use.

MATERIAL FOR FACILITATORS

In case that participants, for some reason are not able to find appropriate examples, here is the link with some of the challenges from past and also current TikTok trends.

(https://www.distractify.com/p/most-dangerous-tiktok-challenges?fbclid=IwAR15-eIhRMZ5_2CV1dzOdRGAoHN78kupxJKn0HBy6A9_3GXcAG2D1dPziCQ) 11th of July 2021

CHAPTER 3.3

THEMATIC WORKSHOPS

DISCRIMINATION

DISCRIMI-NATION

DIVERSITY CAFÉ

TIME 45'

Participants will have the opportunity to discuss some of the important social issues such as discrimination, they will understand better the position of marginalized groups and those who are at risk of social exclusion, they will focus on concrete examples to try to find the root of the problem and ways to fight it.

Objectives:	• To provide participants with opportunity to share their opinions and experiences about the discrimination • To motivate participants to use their critical thinking skills in order to better understand social problems which surround them
Materials:	• Handouts • Papers and markers • Tables
Group size:	20-30
Preparation:	Prior to the session put 3 tables in different corners of the room and chairs around them. Put one story on each table (Handout 1, 2, 3). Try to create café atmosphere and scenography. Facilitator can wear an apron and tray, when all groups go to their tables, the facilitator will serve them with conversation starters.

INSTRUCTIONS

Divide participants into 3 big groups and tell them the number of their table. They are supposed to choose one person who will lead the discussion (moderator) and one participant who will take the notes. They should read their story carefully and the moderator should start by asking some questions related to the story. Facilitator will "serve" previously prepared questions or "conversation starters" to each table which they should use in case that they need additional help to start up the conversation. Both, moderator, and participant who is taking notes should participate in the discussion, and the rest of the group should help them to create a short presentation about their case. Facilitators should monitor work in groups and help them to stay invested in that story, but also to encourage them to use some other similar examples to better understand why discrimination is happening. Ask them to think about stereotypes or prejudices which lead to the discrimination, to analyze the environment in which discrimination happened, could there be any legal justification for discrimination, etc. Give them at least 20 minutes for this. Each group will present conclusions of their discussions.

After the presentation participants should go back to the half circle in order to do debriefing and evaluation of this session

DEBRIEFING AND EVALUATION

Ask participants following question and allow them to ask questions as well:
- Were there any conflicts and / or disagreements within your groups, if so what was it about? Did you resolve it and how?
- How hard was it for you to imagine these situations happening in real life? What does that tell us?
- How do you feel about everything you heard during this session? (Each participant should answer this question)

TIPS FOR FACILITATOR

Facilitator can change stories, adapt them, or add more stories if they feel like the group will work better with less members, or if the whole group is bigger than 30 participants. Keep in mind that it is best to have different examples of discrimination in each story so that more topics can be covered.

HANDOUT - TABLE 1

Mark phoned a travel agency to book a holiday cottage for the first week in June. They said it was available for desired dates. After that he explained that he is coming for honeymoon with his husband and that they are very much looking forward to this trip. The agency then said that he cannot rent the cottage. On the same day his friend Zelda, phones the same agency and they allow her to book the cottage for the first week in June. The travel agency has refused a service to Mark because of his sexual orientation.

HANDOUT - TABLE 2

Susan applied for her dream job in one law firm. According to the candidate profile she is perfect for the job. Interview went smoothly and she was confident. She was not nervous; all the questions were easy for her and both parties seemed to enjoy the conversation. They asked her to wait in the lobby for some papers to sing and that she will be notified about the final decision. While she was waiting, an assistant came to her, gave her the papers, and started a friendly chat with her. Assistant "noticed" that Susan was wearing an engagement ring and asked her about her fiancé, when is the wedding, are they planning to have a big family, etc. Susan started to feel a little uncomfortable, but the women seemed friendly, so she answered, she said that the wedding is soon and that they plan a family but not a big one. She did not get the job; her friend from Law school called her to tell her that all the women who were interviewed for the job were asked about their plans for having kids and that at the end they hired a man.

HANDOUT - TABLE 3

Lisa is transgender person, and she just recently started her transition and she decided to move out of her parent's house and start her independent life. She found several apartments that were in her budget, and she applied for all. She was asked to come in person to meet the landlord of the apartment she liked the most. She was nervous because she experienced some unpleasant situations because of her gender but she decided to be confident since this was supposed to be the new beginning for her. As soon as she arrived at the place, the landlord looked at her and after uncomfortable silence he told her that he cannot rent her the apartment. Lisa asked for the reason, and he told her that in this building traditional values are respected and that they do not allow freaks to live next to the normal families and children.

HANDOUT - CONVERSATION STARTERS:

- Who is the victim?
- What type of discrimination is this?
- Why is this happening?
- Is this something that occurs only in less developed societies?
- Who is responsible for this type of discrimination?
- How would you react if you were the victim in this case?

HANDOUT

STEREOTYPES – *simplified and generalized opinions about certain group of people, assumptions that all members of the certain group have the same characteristics (they can be negative and positive). For example, "Roma people are thieves" or "All African-American are great basketball players"*

PREJUDICES – *negative feelings and attitudes towards an individual or certain social group, not based on reasonable and balanced knowledge and experience about that individual or group; unlike stereotypes, prejudices involve emotions and evaluation in reasoning. For example, "Chinese people are dirty, they are disgusting".*

DISCRIMINATION - *in all its possible forms and expressions – is one of the most common forms of human rights violations and abuse. It affects millions of people every day and it is one of the most difficult to recognize. It occurs when people are treated less favorably than other people are in a comparable situation only because they belong or are perceived to belong to a certain group or category of people. People may be discriminated against because of their age, disability, ethnicity, origin, political belief, race, religion, sex or gender, sexual orientation, language, culture and on many other grounds. Discrimination, which is often the result of prejudices, makes people powerless, impedes them from becoming active citizens, restricts them from developing their skills and, in many situations, from accessing work, health services, education and other areas of life. Prejudices + action = discrimination*

DISCRIMI-NATION

VERSION 2

TIME 45'

Increasing the social awareness of young people about discrimination by analyzing several discrimination types, their cause and effects

Objectives:	• To increase young people awareness on several discrimination types • To bring attention of young people on possible social solutions for preventing and combating discrimination
Materials:	• Flipchart • Papers • Writing tools • Handouts about discrimination types • Tables
Group size:	20-30
Preparation:	Prepare Handouts for each table.

INSTRUCTIONS

Facilitators should divide participants into 6 groups. Each group will be assigned a table with different discrimination types. Participants should explore what are the causes, consequences, and some possible solutions to the problems of discrimination types they were assigned. Facilitators will "serve" previously prepared questions or "conversation starters' to each table which they should use in case that they need additional help to start up the conversation. Participants will be given around 25 minutes to discuss and analyze concrete types of discrimination and they will be allowed to use internet for some definitions, statistics, or articles. Their presentations will be prepared on a flipchart paper which will be split into two parts, in the first part they will write about Causes (context and stereotypes and prejudice that are leading to this type of discrimination in the first place) and in the second part they will write about Effects (consequences). They will also include some concrete recommendations for preventing and combating discrimination.

DEBRIEFING AND EVALUATION

Facilitators should lead the discussion, but participants should be motivated and encouraged to take the lead and ask questions to other groups. Start with following questions:

- Were you aware of all these different types of discrimination?
- What did you learn in this activity?
- How hard was it to find relevant data on the internet about your topics?
- Can you give some examples of the discrimination your group had?
- How do you feel about everything you heard during this session? (Each participant should answer this question, if there is time)

TIPS FOR FACILITATORS

Monitor participants' work in groups and help them overcome difficulties if they have some. Keep in mind that some of the participants could have personal connections to the discrimination and support them additionally, allowed them to share their story if they are willing to do so.

HANDOUT

STEREOTYPES – *simplified and generalized opinions about certain group of people, assumptions that all members of the certain group have the same characteristics (they can be negative and positive). For example, "Roma people are thieves" or "All African-American are great basketball players"*

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HANDOUT

Table 1. Discrimination based on age
Table 2. Discrimination based on disability
Table 3. Discrimination based on sex
Table 4. Discrimination based on sexual orientation and gender identity
Table 5. Discrimination based on religion
Table 6. Discrimination based on race including color, nationality, ethnic or national origin

HANDOUT 2 - CONVERSATION STARTERS

1. Who are the victims of this type of discrimination?
2. What are the short term and long-term consequences of discrimination?
3. What are the main differences between those who are discriminating and those who are discriminated against?
4. How is this type of discrimination actualized?

DISCRIMI-NATION

TIME 45'

SOCIAL RESPONSIBILITY

Participants will explore all areas of society where discrimination is present mostly and they will analyze those areas through case studies so that they can better understand what needs to be done to combat and prevent discrimination in our societies.

Objectives:	• To understand how much discrimination prevents some people to have decent and dignified lives • To explore and identify the level of responsibility of individuals and institutions when it comes to the discrimination of certain groups of people • To propose and recommend some measures and actions for combat against discrimination
Materials:	• Projector • Projector screen • Internet connection • Mobile phones • Flip chart papers and markers
Group size:	20-30
Preparation:	Prior to the workshop, facilitator should create interactive presentation (Mentimeter) for the brainstorming with question: In which areas of society does discrimination exist?

INSTRUCTIONS

Invite participants to use their phones for this part of the session. They need to open the Mentimeter platform and enter the code you give them. When all participants join the presentation, they will have a few minutes to type in all the answers they think of for the question written on the screen - In which areas of society discrimination exists?. While they are typing, answers will pop up on the big screen, and those answers which are shown in the biggest fonts are the ones that are repeated and were entered several times by participants. When they are done, shortly discuss all the answers visible on the big screen. Explain to them that 4 biggest words (for example: employment, health care, social life, media) represent the areas of society they all think as the most exposed to discrimination and that they will be divided into these 4 groups. When groups are formed tell them that they will explore the topic of

discrimination based on real life cases. Each group, according to the area they got, will find one real case which will be the subject of their analysis. After the cases are defined, they will divide their groups in two, one part of the group will analyze specific case from the victim's point of view and other part of the group from the point of view of person/company/institution where discrimination is happening. Emphasize that the person in charge, company or institution does not necessarily have to be the guilty party but that they need to mitigate and respond to the discrimination which happened. Both subgroups will need to come up with recommendations and proposals for solving the concrete problem. After they are finished, each group will present their recommendation. Remind them that they can all refer to already established and existing measures and some possible ways how these measures can be improved.

DEBRIEFING AND EVALUATION

Ask participants to sit in a closed circle and to say one word to describe their emotions. After this ask them following questions:
- Who had more difficult job, groups which analyzed situation form the perspective of the victim or those who represented the person/company/institution where discrimination is happening? Why?
- How difficult was it to come up with solutions for already existing problems?
- Did you notice similarities between opposing group's solutions, why is that?
- Do you think your recommendation could be implemented in real life?

TIPS FOR FACILITATOR

Before the brainstorming, make sure that participants understand the concept of areas of society, if necessary, give them examples: social and health care, law, media, education, cultural life, etc.

DISCRIMI-NATION

TIME 45'

WHO WILL NOT SIT NEXT TO YOU?

This activity is meant to discuss discrimination, different types and levels of discrimination, participants will go deeper into the problems of discrimination, cause of discrimination and they will analyze which social groups are most exposed to the discrimination.

Objectives:	• To discuss and analyze different types of discrimination • To raise awareness about problems caused by discrimination • To find out which groups of individuals are discriminated the most and why
Materials:	• Papers and writing tools • The list of imaginary characters who fall into potential groups of discrimination on a flipchart paper
Group size:	20-30
Preparation:	Facilitators should prepare the list of imaginary characters that may face discrimination (Handout), choose six characters from the handout and write them on flip chart paper (in one vertical row) and leave place for red and green sticker dots

INSTRUCTIONS

Facilitators should start this session with the sound of a train stopping. After this they should say to the group that they will now go on a very long trip on the train that just arrived at the station. In each coupe there are four places, one for participants and three for other passengers. Participants will have the opportunity to choose their travel companions from the list of passengers, this is the time where facilitators reveal flipchart with the list of imaginary characters. They will work individually, and they will have to choose three people with whom they will share a coupe and three they would avoid. Facilitators should remind participants that they are not allowed to choose more than three passengers from the list for each category. For this they will have 10 minutes. After everyone is finished, they will read out loud their results and facilitators will note their answers, green sticker dots or pluses will be put next to the names of those passengers who are chosen while red sticker dots or minuses will be put next to the name of those who are not chosen by participants. After everyone is done write down the score list of all characters, first should be the person with least green or plus signs and last person

who has the greenest and plus signs. Facilitators should give a few minutes to the participants to observe the list and to think about the results. Then the debriefing part will start.

DEBRIEFING AND EVALUATION

Facilitator should ask following questions:
- What do you think about the results?
- Do you think these results are fair?
- Was it difficult for you to choose between these characters? Why?
- Why did you choose certain characters over the others?
- How do you feel about the fact that you had to choose?
- How did you form your decisions? / On what basis did you make these decisions?
- Do you know what stereotypes are? Prejudice?
- What is the main difference between these two terms?
- If we were doing this workshop in a different cultural environment would the results be the same?
- Invite them to discuss the first three characters on the list, why are they discriminated against, what are the consequences of their exclusion?

Conclude the workshop with some of the participants' recommendations for combating and preventing discrimination.

TIPS FOR FACILITATOR

When choosing, keep in mind the profiles of the participants and the topic of your activity. Handouts can be adjusted additionally by the facilitators if they recognize the need for it. After you give instructions, remind participants that they should approach this activity objectively and that they will not be judged based on their decisions, explain to them that this workshop will help determine roots of the problem which can provide them with additional knowledge and tools for combat against it.

HANDOUT 2 - CONVERSATION STARTERS

Illegal immigrant with vision impairment Homeless drug addict

Muslim man with briefcase

Roma girl in the wheelchair

70-year-old man with dementia Transgender prostitute

Gay police officer

Single mother with Down syndrome PhD student with schizophrenia Young

Roma girl with newborn baby Muslim immigrant with PTSD

Young guy with tattoos on whole body, including his face

Young black man

War veteran who lost his legs in a combat Single mother with bipolar disorder

Young Roma man with heroin addiction

A politician in his 60', with far-right views

DISCRIMI-NATION

UTOPIA

TIME 90'

Participants will have the opportunity to use their creativity and imagination and to create utopian societies and to use those new systems to combat against all negative phenomena such as discrimination.

Objectives:	• To stimulate the imagination and creative problem solving among participants • To encourage participants to think outside of the box in order to come up with ideas • To better understand how much discrimination is present and how far it goes
Materials:	• Papers • Markers • Flip-chart papers • Laptops • Projector and screen
Group size:	20-30
Preparation:	Prepare all necessary materials, feel free to add even more materials if you deem necessary for better dramatization. Print 3 words: racism, misogyny, islamophobia and fold them so that they are not visible and place them in a hat or a box.

INSTRUCTIONS

At the beginning of the workshop do a short brainstorming on the question: What is wrong with our society? Brainstorming will be done to remind participants about all existing areas of modern society, to think about culprits and systems which allow discrimination, for example: police, politicians, stereotypes, consumerism, media, distribution of wealth, etc. After the brainstorming, ask them if they know what Utopia means. After a few participants answer, give a similar definition to round up the first part of the workshop (see Handout).
Separate the group into 3 big groups and tell them that they got a unique opportunity to create their own social systems, their own personal Utopias where everything is exactly like they want it to be. Instruct them to create presentations for the promotion of their society in order to gather more people under their ideas. Remind them about their answers on brainstorming. Tell them to focus on the political system, ideology, social behaviors, education, health care,

technology, economy, etc. Encourage them to be creative and to think outside of the box, tell them that everything is allowed. For this they will need approximately 25 minutes. After that, each group will present their work. Facilitators will together with other participants give them short feedback. Ask them following questions:

- Did they enjoy this task?
- How difficult was it to create a whole system in such a short time?
- How hard was it to come to an agreement inside of the group?
- Which Utopia is the best?
- Do you think this is it, that we are done with our new societies?

After this use the element of surprise and play dramatic music and if possible, dim the lights. Give them a few moments to calm down. Tell them that you just received the news that something bad happened. Have another facilitator hand you a piece of paper and tell the group that they accidentally traveled in time. 500 years have passed since they created their societies and some problems resurfaced. Dramatize this part especially.

Tell them that they are not able to find out exactly what the problem is because they are too close to the problem, luckily other groups noticed those problems and they can help them to find out. But this will require some time.

Take the hat / box with words and tell them that each group will draw one term/word based on which they will create a scenario for the other group. Those scenarios should be based on the word they got but also on the presentations from the previous session. Participants should try to create very convincing problems, to come up with the number of people and/or communities affected with the problem, for how long this problem exists, who is the guilty side, why it happened, etc.

Group 1 will give bad news to Group 2, Group 2 to Group 3 and Group 3 to Group 1. Give them 15 minutes for this. The task of each group, once they receive bad news, will be to come up with a solution based on their principles and rules of their societies and they will have 15 minutes to find the best outcome for this. Remind them that they should not use or include anything they did not include in the original story of their Utopia.

After all groups are finished with presenting the solutions, sit in a circle with the group and start the debriefing and evaluation. Keep in mind that some groups will not be able to find a solution, but that is ok and that can also be used as one of the conclusions. Participants should understand, at the end of these sessions, that even the most perfect societies have flaws and that no one is immune to problems but that only means that everyone needs to be included in promotion of tolerance, diversity, and protection of human rights.

DEBRIEFING AND EVALUATION

Ask them the following questions:
- How are you feeling?
- How did you feel while you were kept in the dark about the problems in your society?
- How difficult was it to think about the story for other groups?
- How difficult was it to find a solution, did you find the solution?
- Why does Utopia not exist?
- How come all societies have flaws?
- If you knew the outcome of this workshop, would you create a different Utopia? How?

TIPS FOR FACILITATORS

Because of the short time and so many requirements, participants can get nervous. Working under pressure is the point of this session because it represents just the first part. They need to focus on creating the best idea without thinking what will happen after they finish this. You need to monitor work in groups to mitigate and resolve any possible conflict. Feel free to give them guidance and inspiration but only regarding topics which cannot be directly linked to discrimination. After the last question during the debriefing, announce the second part of this workshop which will start after the break. Try to dramatize as much as you can this session, involve participants in the role play and acting. During the first part of this session encourage each group to remember the details of each society and tell them to create a realistic example, but they also can use a lot of imagination to make their story convincing.

HANDOUT 1

Definition of utopia:
- A place of ideal perfection especially in laws, government, and social conditions
- An impractical scheme for social improvement
- An imaginary and indefinitely remote place

HANDOUT 2

"Bad news"
For Group 1: Misogyny
For Group 2: Racism
For Group 3: Islamophobia

CHAPTER 3.4

THEMATIC WORKSHOPS

PSYCHOACTIVE SUBSTANCES

PSYCHO-ACTIVE SUB-STANCES

TIME 60'

CHANGE THE METHOD

This activity uses discussion and group work to show participants the negative effects of psychoactive substances and to examine their opinion about positive and negative effects of psychoactive substances.

Objectives:	• To learn more about negative effects of psychoactive substances • To recognize positive and negative effects of psychoactive substances • To get familiarized with activities which provide positive feelings
Materials:	• Flip chart papers • Markers
Group size:	20-30
Preparation:	On one flip chart paper write with capital letters PSYCHOACTIVE SUB-STANCES so that each participant can see what is written on the paper. Prepare 5 or 6 flip chart papers (depends on the group number, 1 flip chart paper per 5-6 participants). Divide each flip chart into 2 columns where POSITIVE is written from the left side and NEGATIVE is written from the right side of the paper.

INSTRUCTIONS

Ask participants if they are familiarized with any kind of psychoactive substances. Create a safe and relaxed atmosphere in order for them not to feel uncomfortable speaking about the topic. Tell them that you will examine different effects that psychoactive substances have on the mental and physical condition of abusers and how psychoactive substances change our general condition. Since the workshops is created for 20-30 participants, divide them in smaller groups of 5-6 participants per group and give them already prepared flip chart papers with 2 separate columns POSITIVE/NEGATIVE and give them instruction do discuss among themselves within smaller groups what the positive and what the negative effects of psychoactive substances are. Tell participants to choose any psychoactive substances they are familiar with, either that they know personally, or they read somewhere, or their peers shared experience with them. Tell them that after short discussion within the small groups, they should write down POSITIVE/NEGATIVE effects of psychoactive substances on the flip charts. For this part of the activity participants will have 15 minutes.

Once they finish with writing, invite groups by group to present their conclusions and have a short discussion with the whole group about their conclusions. The groups will have 10-15 minutes for the presentation. When every group finishes with presentation of their conclusions on flip chart papers, ask participants to think about the POSITIVE effects of psychoactive substances and tell them to think about the ALTERNATIVE things that we can do to feel and experience these conditions and feelings, but without using psychoactive substance. For example, we can feel excitement because of some success we made or achieved, or we can be happy and pleased because of some situation etc. Offer them 1 or 2 examples and tell them to return to their previous groups and to have a short discussion, and then to write their conclusion on flip chart paper. Give participants 10-15 minutes for this part of the workshop. When they finish with writing of the things that make us feel different (happy, excited, satisfied, smiling), ask them to present their conclusions and to have discussion all together within the big group. For this last activity give participants 15 minutes.

DEBRIEFING AND EVALUATION

Ask participants to comment on the activity and to express their personal feelings and attitudes toward psychoactive substances. Ask them if psychoactive substances are good for our mental and physical conditions, although sometimes we can have feelings that they are affecting us. Provoke them to come to the conclusion that psychoactive substances are not good for our body, not even in controlled and small amounts. Explain to them that the excitement that we feel is truly short but has an extremely negative effect on the mental and physical condition of our body and mind and can have very negative consequences. Discuss together with them what activities can provide us with happiness, excitement, and pleasure and how we can experience these feelings and conditions without the use of psychoactive substances.

TIPS FOR FACILITATOR

Facilitators for this session should be informed more about different psychoactive substances and their effect on users' mental and physical condition. Facilitators should create a safe and relaxed atmosphere in order for participants to feel free to discuss abuse of psychoactive substances. Facilitators should tell participants that there will be no judging for those who share their personal experiences and to encourage participants to be as open and honest as they can. Facilitators finish the workshop with the conclusion that many alternative activities were listed for providing us with pleasant feelings and that psychoactive substances are always negative with dangerous consequences for us and for our local community.

PSYCHO-ACTIVE SUB-STANCES

TIME 45'

LET'S PLAY THE GAME

This workshop uses playing a game (quiz) as a method in work with young people and provides young people with new knowledge about different types of psychoactive substances and their negative effects on mental and psychical condition of the body.

Objectives:	• To recognize the type of the psychoactive substances and to learn more about their negative effects • To be aware of negative effects of psychoactive substances • To learn to connect the type of psychoactive substances and their effects on people's conditions
Materials:	• Flips chart • Markers • Handout
Group size:	20-30
Preparation:	Facilitators should write questions with correct answers on the paper for reading during the workshop. The flip chart should be ready for writing the scores of the groups.

INSTRUCTIONS

One of the facilitators explains that the group will play a quiz about psychoactive substances. The whole group is divided into smaller groups of 5-6 participants (5 to 6 groups should be created, depending on the total number of participants) and the facilitator gives instructions that the participants should sit within their groups. Once participants are gathered into smaller groups, facilitators ask them if they are ready for the quiz. Two facilitators read the questions alternately and comment after answers, and one co-facilitator writes scores on the flipchart. One facilitator reads one question, and groups answer one by one until they get the correct answer. The group with the correct answer gets one point which is written on the flipchart. After every answer facilitators comment shortly with the whole group what the question and answer were about.

The concept of the questions is created to examine the effects of specific psychoactive substances and to provide participants with information about what effects different psychoactive substances have on the mental and psychical condition of a person's body. During the quiz

participants can link different psychoactive substances with their effects and to realize and understand better which consequences psychoactive substances have on our neuro and motoric system. Every psychoactive substance has at least 2 or more effects and explanations. In order to give every group a chance to participate, facilitators will read one row for each group and that group will have a certain time to answer (up to 20'). If the group guesses the psychoactive substance, the facilitator will read all the effects and explanations until the end for that particular psychoactive substance. If the group cannot guess after reading one effect or explanation, then the facilitator reads another effect or explanation for another group. If there is no correct answer from any of the groups, the facilitator will tell the groups the correct answer with additional explanation of that psychoactive substance. The point of the quiz for participants is not to have more points, but to have the opportunity to learn more about different psychoactive substances and their negative effects.

DEBRIEFING AND EVALUATION

Facilitators ask participants to comment how they felt during the activity and if they understood different effects of particular psychoactive substances. Together with participants, facilitators provide explanations once again about the link between effects and specific psychoactive substances and how different psychoactive substances can have short-term and long-term effects on our body.

TIPS FOR FACILITATOR

Facilitators should create a suitable atmosphere for participants not only to compete during the quiz, but to have the opportunity to learn something new, to respect everyone's opinion and not to make fun of those who answer wrong questions.

HANDOUT - EXPLANATION OF PSYCHOACTIVE SUBSTANCES AND THEIR EFFECTS, DURATION OF EFFECT AND CONSEQUENCES THEY HAVE FOR A PERSON'S BODY

Alcohol (Booze, drink)	The abuse of this psychoactive substance is widely spread in our country. Constant abuse of this psychoactive substance can lead to damaged liver, brain and other important organs and systems. Mixing of this psychoactive substance with other psychoactive substances is very dangerous. People who abuse this psychoactive substance more often have traffic accidents, participate in fights etc. Abuse of this psychoactive substance influences potency. Advice: Never drive if you are under the influence of this psychoactive substance. Remember: Your reactions are slower.
Marijuana (grass, green, weed)	The effect of this psychoactive substance depends on how a person feels before consumption, the amount of the psychoactive substance and how much is strong. The effects usually start after 2-5 minutes and last between 1-5 hours. Active substance of this psychoactive substance can cause dementia, problems with learning or problems at work. Do not forget, this psychoactive substance leads to tension growth and even paranoia. Following effects are dry mouth, dilated pupils, redness around the eyes, arrhythmia, uncontrolled laugh and hallucinations.
Hashish (skank)	The effects of this psychoactive substance depend on how a person feels before consumption, the amount of psychoactive substance and how much is strong. The effects usually start after 2-5 minutes and last between 1-5 hours. Active substance of this psychoactive substance can cause dementia, problems with learning or problems at work. Do not forget, this psychoactive substance leads to tension growth and even paranoia. Following effects are dry mouth, dilated pupils, redness around the eyes, arrhythmia (faster heart rate), uncontrolled laugh and hallucinations.

Speed, Amphetamine	Abuse of this psychoactive substance speeds up the work of the heart, affects blood pressure and gives a feeling of increased energy. The effects usually start after 40 minutes and last for 6-8 hours, followed by a collapse. Fatigue, panic attacks, then depression can occur, and infections and colds are more common. Mixing these psychoactive substances and antidepressants can be deadly. Taking this psychoactive substance with other drugs, such as alcohol, is extremely hard for the body and dangerous.
Hallucinogenic LSD and mushrooms (acid, trip, picture, hits, instant zen, lens, mellow yellow, Lucy in the sky with diamonds)	These psychoactive substances are enormously powerful hallucinogens. They act in such a way that under their influence the environment is seen very strangely. They influence what is thought of oneself and one's surroundings. Because of them, familiar objects, people, and music can seem strange. The effects can last from 8 to 12 hours, and even longer and they are accompanied by trips. Trips are always risky. They often end up as horror trips, which makes them paranoid and depressed. Also, flashbacks can occur in users, which means that the same effect is felt even weeks after taking the hallucinogen, even if nothing is re-taken
Cocaine (snow, sniff, white rock, crack, coke)	This psychoactive substance accelerates the work of the heart and increases blood pressure. The effect is reflected in an intense feeling of euphoria that lasts about 2 minutes, followed by a slightly less intense feeling that lasts 20-30 minutes. May cause nausea, nervousness, or aggression. These psychoactive substances quickly become addictive, and many abusers need them more and more to constantly have that feeling of euphoria. Consequences of abuse: incontinence, paranoia, insomnia, loss of motivation, depression, "bugs of this psychoactive substance" - a feeling of tingling under the skin, heart disease, damage to the nose and mucous membranes.

Heroin (dope, smack, horse, brown, beast, hero)	This psychoactive substance is extremely fast and easily addictive, no matter how it is used. The same goes for any other opioid substance, such as opium, morphine, etc. This psychoactive substance causes effects that appear immediately when taken, and last for 4 to 5 hours. Addiction to this psychoactive substance is expensive. Poverty accompanies this addiction. Using the same needles and syringes among users causes hepatitis-C and HIV / AIDS infections. Additional explanation: Heroin is one of the most dangerous drugs, often causing death. Heroin is a white or brown crystalline powder that can be sniffed, smoked or injected into a vein.
Ecstasy (MDMA) (Molly, E, XTC, X, Adam, hug, lover's speed, love drug)	This psychoactive substance is of different shape and size, different colors (in our country they are usually blue and white), with very numerous and different signs imprinted on the surface (smileys, mercedes, dolphin, cougar, ..) or in the form of powder. This psychoactive substance is a synthetic drug that has a combined stimulating and hallucinogenic effect. The first effects begin 20-90 minutes after consummation and last for 4-6 hours. This psychoactive substance speeds up the work of the heart, raises blood pressure, body temperature, causes tingling and sweating, blurred vision, a feeling of closeness with others, insomnia, tension, hallucinations, paranoia.
Inhalants (glee, solvents)	Abuse of these psychoactive substances can quickly lead to brain damage, and their effect on the heart and lungs can be lethal. Prolonged abuse leads to damage of the liver, kidneys, lungs and nervous system. Inhalants cause aggressive behavior.

PSYCHO-ACTIVE SUB-STANCES

TIME 45'

BREAKING THE CODE

This workshop enables participants to learn how the brain works and understand how long-term use of psychoactive substances affects brain in a negative way.

Objectives:	• To explore how the brain works • To understand the long-term exposure of psychoactive substances to the brain • To gain new ideas on how to improve brain function
Materials:	• Paper • Pencils • Stopwatches (on mobile phones)
Group size:	20-30
Preparation:	Prepare the working room so that each participant has a table on which he/she can perform the task independently. Print handouts for each participant.

INSTRUCTIONS

The facilitator explains to the participants that our brain is very adaptable thanks to synapses. Through them, information is sent through our brain, and with long-term exercise, they become faster and stronger. The facilitator explains that participants will play a game where they will test the brain through cracking the codes. He/she hands out Handout 1 to each participant that contains a way to decode the sentences (every letter is replaced by another letter). After participants check the handout 1, the facilitator explains that they will now get one message to decode and gives Handout 2 to each participant. He/she also explains that each participant should measure the time required to decode a message via their mobile phones and when they finish the decoding of a message, they should write down the time in the part "time to solve: ". The same is repeated with Handout 3 and Handout 4. It is expected that each time participants solve the message faster than the previous one.

DEBRIEFING AND EVALUATION

After the exercise, the facilitator asks questions for discussion:
1. How much faster were you in decoding the first and third sentences? When were you faster and how much?

2. This is an example of how we speed up the work of the brain. Is there a possibility that the brain slows down in some way?
3. Do you think that if you were using some psychoactive substance the result will be the same?
4. What do you think are long-term effects of consuming psychoactive substances for our brain?

The facilitator directs the discussion towards psychoactive substances and their long-term effects on the brain. He concludes the workshop by noting that our choices today affect our brains in the future and that we therefore need to be responsible.

TIPS FOR FACILITATOR

These are suggested sentences, other interesting sentences can be created using the "code book".

HANDOUT 1

A = Z, B = Y, C = X, D = W, E = V, F = U, G = T, H = S, I = R, J = Q, K = P, L = O, M = N, N = M, O = L, P = K, Q = J, R = I, S = H, T = G, U = F, V = E, W = D, X = C, Y = B, Z = A

HANDOUT 2

A) First part (time to solve: _____)

Vcvixrhv hgivmtgsvmh blfi ylwb zmw rnkilevh blfi nrmw.

HANDOUT 3

B) Second part (time to solve: _____)

Ksbhrxzo zxgrergb kilwfxvh kilgvrmh gszg rnkilev nvnlib.

HANDOUT 4

C) Third part (time to solve: _____)

Vcvixrhv kilwfxvh z yizrm xsvnrxzo gszg rnkilevh nllw.

PSYCHO-ACTIVE SUB-STANCES

SAFE LIFESTYLES

TIME 45'

This workshop enables participants to debate about certain statements from real life situations and to learn more about safe lifestyles and how to act responsible. The participants will learn more about different life situations, who is safe and not safe for them, and what kind of situations they should avoid.

Objectives:	• To examine the attitudes of young people when it comes to certain social behavior • To provide participants with knowledge about safe lifestyles and responsible behavior • To give participants enough space to express themselves and come out of their comfort zone
Materials:	• A4 color papers • Duct tape • Markers • List of possible life situation
Group size:	20-30
Preparation:	Print on 3 different color A4 papers next statements: SAFE BEHAVIOR, NOT SAFE BEHAVIOR and CAN'T DECIDE and put them on three different sides of the working room. Print the list of possible life situations for reading.

INSTRUCTIONS

Gather the participants in the half circle and tell them that through this workshop their attitudes and opinions will be questioned, but in a different way than usual discussion. Divide them in three groups and tell them to sit with their assigned group. Once they are within their groups, explain to them that from the beginning to the end of the workshop they will be representatives of three different opinions: SAFE BEHAVIOR, NOT SAFE BEHAVIOR and CAN'T DECIDE. Group 1 should stand up in front of the color paper with SAFE BEHAVIOR, group number 2 in front of NOT SAFE BEHAVIOR and third group in front of CAN'T DECIDE color paper. Each group will remain in front of the appointed sign and stay there from the beginning till the end of the workshop. The facilitator will give further instructions that certain statements from real life will be read, and participants should discuss every statement according to the sign they are standing in front of. Appointed color paper means that participants are defending this kind of opinion. So, after every statement read by facilitator participants from each group

should comment and discuss like that this is their personal opinion. The workshop ends with sitting in the half circle like in the beginning and short discussion about the whole activity. The point of putting the participants in front of particular paper with SAFE BEHAVIOR, NOT SAFE BEHAVIOR and CAN'T DECIDE is to provoke critical thinking of participants and to put them in situation when they have to defend an opinion which is not personally theirs. This kind of work helps young people to debate with each other and to compare opinions even when they disagree sometimes. Combination of debate and presentation of critical thinking is good because it involves the whole group and not just individuals who are often active in discussions.

DEBRIEFING AND EVALUATION

The point of the workshop is to question and provoke young people's opinion about abuse of psychoactive substances and alcohol and if certain life situations are safe or not safe for them, their friends, families and their surroundings. Ask participants how the activity was for them personally and how they felt when they got a certain opinion to defend, although they do not think like that personally. Ask participants how they would react if they had the option to choose their answers. Tell them to share some of their personal stories if they have them or stories from their peers familiar to them.

TIPS FOR FACILITATOR

Facilitators should prepare suitable statements and life situations in order that all three options are represented. Facilitators should create a safe atmosphere for participants to feel comfortable sharing their opinion. The facilitator should explain that this is just exercise and that this does not represent the opinion of each participant and ask participants if they understand that. Facilitator should provide participants with enough space to express themselves and that participants do not mock each other, but to be supportive.

HANDOUT - STATEMENTS

1. I ordered draft beer with my friends in a bar.

2. An unknown beautiful girl gives me a pill at a party, and she tells me to take it because it will make me feel better.

3. I like to drink cocktails because they consist of several alcoholic drinks.

4. I went out in the night club, and when I wanted to go to the toilet, I saw several guys sniffing white powder. I will call the police.

5. I am hanging constantly with friends who smoke weed.

6. I take ecstasy at every festival I visit, because in that way I have a better time.

7. I will call a drug dealer and order a few grams of marijuana.

8. Youngsters from my neighborhood, who are minors, asked me to buy vodka in the store in front of the buildings for them.

9. Every time I go out to the bar, I mix different alcoholic drinks.

10. My best friend asked me to take a small box to the unknown address and told me that they will give me something in return.

11. My friend, who was drinking alcohol, will drive me to my house.

12. My friend asked me to take care of him when he tries LSD.

13. I am driving my friend who is extremely drunk and drugged in the front seat of my car.

14. I will call a drug dealer and order several "movies".

PSYCHO-ACTIVE SUB-STANCES

TIME 60'

WATCHING FROM ANOTHER ANGLE

The point of this session is to provide participants with the opportunity to observe abuse of psychoactive substances from different perspectives and not only from the angle of young people. The session should encourage young people to think open-minded and to be responsible for their own actions.

Objectives:	• To provide participants the opportunity to observe abuse of psychoactive substances from different perspectives • To give participants the opportunity to exit their comfort zone and to realize how abuse of psychoactive substances and alcohol affects all society categories
Materials:	• Flip chart papers • Markers • A4 papers • Pens
Group size:	20-30
Preparation:	Prepare six flip chart papers and on each paper write a different social category: decision makers (public authorities), police, psychologists, sociologists, parents, young people.

INSTRUCTIONS

Explain to participants that they will have an activity with role play and that today the discussion will be about the position of abuse of psychoactive substances and alcohol in society and how different social categories observe this topic. Divide the whole group into 6 smaller groups and tell participants to sit with the number they got. When participants are gathered in smaller groups, give each group one flip chart paper with previously written social category so that every group represents one social category. Explain to participants that they should discuss among themselves within the small groups what is the opinion and attitude of the social category they got on the flip chart paper about the abuse of psychoactive substances and alcohol. Participants will have 20 minutes to discuss and to write down on the flip chart the conclusions they got through the discussion. When every group finishes with writing of conclusions, they will present everything they wrote to other participants and discuss at the end of each presentation. Presentation of the conclusions together with discussions should not

exceed 30 minutes.

DEBRIEFING AND EVALUATION

The point of the workshop is that participants realize that there is not only one point of view and that abuse of psychoactive substances and alcohol in society is a very serious problem which affects almost every social category and every aspect of society. It is a general problem for everyone, and it is important that participants realize the position of abuse of psychoactive substances and alcohol in society from every aspect. Ask participants how they felt during the activity and encourage them if they would like to share some personal story or experience. Ask participants what can be done in order to lower down the abuse of psychoactive substances and alcohol in society, what would they suggest and what is their opinion about the current situation in their societies.

TIPS FOR FACILITATOR

Facilitators should support participants for them to feel included and accepted. It is not easy to think like someone else and to present that kind of opinion in front of others, and facilitators should support participants throughout all activities. These topics are sensitive, and facilitators should provide an atmosphere where participants will also support each other and not make fun and laugh at each other. Facilitators should give all necessary support to participants during their discussion and presentation of their conclusions.

HANDOUT - DETAILED EXPLANATION OF ROLES OF SOCIAL CATEGORIES: DECISION MAKERS (PUBLIC AUTHORITIES), POLICE, PSYCHOLOGISTS, SOCIOLOGISTS, PARENTS, YOUNG PEOPLE IN SOCIETY.

Decision makers (public authorities)	How does the law recognize and criminalize the abuse of psychoactive substances in your country? For what acts within the abuse of psychoactive substances does the law punish individuals and groups? How would you change the laws if you think that they are not strict enough?
Police	What is the attitude of police toward the abuse of psychoactive substances? How do police punish persons they catch with some kind of psychoactive substances? Do police punish everyone? How does police work on decreasing the level of psychoactive substances abuse as well as the amount of them on the streets and their availability?
Psychologist	What are the efficient support programs for young people who abuse psychoactive substances? How do psychologists work actively on decreasing psychoactive substance abuse among young people? Who do they involve in the work with psychoactive substances users (other experts / institutions)?
Sociologists	What is the role of sociologists? How do they observe psychoactive substances abuse? What concrete solution do they offer for decreasing the psychoactive substance abuse? How do they involve parents of young people who use psychoactive substances?
Parents	Do parents report children who abuse psychoactive substances or they try to keep everything as a secret within the family? How are parents supportive to the addiction of their children who abuse psychoactive substances? How do parents act towards the friends of their children for whom they know that they use psychoactive substances?

Young people	What is the attitude of young people toward psychoactive substances? Do young people easily try psychoactive substances? What is the need and reason for abusing the psychoactive substances?

CHAPTER 3.5

THEMATIC WORKSHOPS

MENTAL HEALTH

MENTAL HEALTH

TIME 45'

A LETTER TO REMEMBER

This activity is designed to raise awareness about mental health issues in the time of COVID-19 and diverse difficult times a person faces, and increase empathy by writing a support letter for people who suffer from mental issues. The activity will provide participants with knowledge about different kinds of people who struggle in various ways.

Objectives:	• To raise the awareness about mental health in the time of COVID-19 • To discuss mental issues of people during the COVID-19 • To increase the empathy for people who suffer during COVID-19 • To develop social skills and ability to comfort and support verbally
Materials:	• List of characters to whom letters will be written • Papers • Pencils • Markers
Group size:	20-30
Preparation:	Facilitators should prepare short character descriptions about the people who suffer from mental health issues (Handout)

INSTRUCTIONS

Facilitators introduce the topic of the workshop, pointing out that the pandemic affected all of us in different ways, but some people suffered serious psychological issues due to everything that happened (isolation, fear, lockdown, inability to socialize and similar). Besides this, people suffer difficult moments (losing someone due to illness, being bullied, losing a job, suffering bad family situation). The participants sit in the circle. Facilitators explain that every participant will get a certain character. Every participant picks a random sheet with character description. Participants individually write a comforting letter for a fictional character they picked, making this character more familiar "giving him or her name, living place etc.". Several letters are read out loud before presenting the characters they dedicated letters to. Group discusses what might be added to the letter, what they consider as the main issue the person experiences, and what could comfort him or her best. In addition, a letter to participants themselves might be written and then compared with letters they wrote to others.

DEBRIEFING AND EVALUATION:

The workshop will end with the discussion in which the mental issues will be mentioned and profound analysis of them will be done. Furthermore, participants with facilitators will discuss comforting ways and words that could be used to make others feel better. All will review if it was hard or easy to try to feel what this character might experience. Facilitators could ask the following questions: "How did you feel when writing the letters?", "Was it easy/difficult to feel empathy for the characters?" "Did you learn anything new about emotions or empathy?" "What did you learn about mental health in difficult times?" "Did you ever think how many people were hit mentally by the pandemic and/or other difficult life events?"

TIPS FOR FACILITATOR

Facilitators should be supportive since this can turn out to be a highly emotional workshop. If some of the participants do not want to write a comforting letter to the character, he/she got, the facilitator can help them to pick someone else, to create the character on their own.

HANDOUT - LIST OF FICTIONAL CHARACTERS

1. 80 years old grandma who suffers from loneliness and abandonment, has not seen her family since the beginning of the pandemic.
2. 40 years old woman who lost her mother due to COVID-19 and now suffers from depression.
3.Student who was asocial before pandemic and suffered even more during the lockdown.
4.Woman who suffers domestic violence on a daily basis and does not know who to turn to
5. 26 years old girl who lives abroad due to financial difficulties in her home country but feels completely alone without her family.
6. 22 years old athlete from a small place who plays professionally football for a famous and his favorite European club but broke his leg and is unable to play and his club wants to sell him.
7. Student who studies abroad and cannot return home due to an armed conflict that started in the country where he studies.
8. Young single mother of 2 children who lost her job due to less work in the store she was working in and is constantly being rejected for the new job.
9. The owner of the Chinese store, who does not feel safe in the city he lives in because people show open hate because of COVID-19.
10. Young psychoactive substances addict who cannot clean himself.
11. Young artist who is stuck for 4 months several thousand miles from home because flights are cancelled, and borders are closed.
12. Young student from another small city who lost his part time job and cannot pay rent of the apartment because of insufficient finances.
13. Retired man who cannot walk, was not going out for days, because he didn't have assistance for walking.
14. 32 years old woman, whose several neighbors in the building died due to COVID-19, is now very scared to go outside and suffer from agoraphobia.
15. 16 years old girl who was a witness to the shooting in her school where a couple of her friends died and is afraid to go back to the same school.
16. 56 years old high school teacher who was forced to start using the online platforms for distance learning and never used IT before
17. 17 years old girl who is bullied online and has suicidal thoughts.
18. 27 years old woman who is stuck in the foreign country due to war and cannot return home.
19. 21 years old girl who is sexually harassed on her job by her boss, and who is afraid to report him to the police due to his connections in the society.
20. 32 years old Roma who is constantly rejected when applying for job although he has a master's degree in economy.

21. A 30-year-old with a physical disability who struggles to access public spaces and transportation, limiting his independence.
22. A 23-year-old individual recovering from substance addiction, who faces stigma and judgment from his community, impeding his recovery journey.
23. 19-year-old college student facing extreme academic pressure and social anxiety, making it challenging to cope with the demands of college life.
24. A 28-year-old single parent with two children who is overwhelmed by the responsibilities of parenting and work, with limited support.
25. A 14-year-old high school student who is the target of bullying and harassment both in school and online, impacting her mental and emotional safety.
26. A 15-year-old who lives in an area prone to natural disasters, experiencing anxiety about the safety of his home and family.
27. A 22-year-old young woman who faces workplace harassment and feels unsafe in her job.
28. A 18-year-old girl who witness shooting in a local coffee place, where her best friend died and who is afraid to go to public places.
29. A 26-year-old young woman who is afraid to commit to relationship because of lack of trust in men; she was a victim of revenge porn – her ex-boyfriend published online her nude photos.
30. A high school girl who is constantly bullied and ridiculed through Tic-Toc videos.

MENTAL HEALTH

TIME 45'

NEGATIVITY TRANSFORMATION

This activity will use the technique of positive affirmations to motivate participants to take a more positive attitude towards life. The participants will acquire new abilities and skills on how to transform negative situations and sentences into positive and affirmative ones and learn how to find the bright side of every situation.

Objectives:	• To adopt new tools for overcoming negative and anxious thoughts • To learn how to be more positive and use this positivity in traumatic situations
Materials:	• Small papers (size of stickers) • Pencils • Box
Group size:	20-30
Preparation:	Prepare enough small papers for all participants (each participant should be given at least 2 papers) and one box for collecting the papers.

INSTRUCTIONS

Explain to participants that in this session they will explore different ways for overcoming negative and anxious thoughts during challenging times. Give participants material for work and ask them to think about some concrete negative thoughts and to write them down. Emphasize that this part is anonymous and that they should be honest. After they are finished, collect all answers in one box and divide participants in groups and explain to them that they will have to create positive affirmations for each negative thought. For context, give them the example for transformation of negative thought in positive affirmation. Time for group work should be between 15-20 minutes. After all groups are finished, they should present their work.

DEBRIEFING AND EVALUATION

Ask participants the following questions:
- How did you feel while writing negative thoughts?
- Was it difficult for you to find affirmations for negative thoughts?
- What negative thought was the most difficult for you to transform?
- Do you apply this in your everyday life?

- Has your opinion changed about the problems you wrote down?

TIPS FOR FACILITATOR

Facilitators who are implementing this workshop for the first time are advised to do this transformation themselves and to think about possible problems and negative thoughts young people could be facing to be prepared for possible scenarios. Facilitators should support participants and encourage them to be very honest and to participate actively in order to have a high number of negative thoughts which will be transformed during the workshop.

HANDOUT - EXAMPLE OF TRANSFORMATION:

NEGATIVE THOUGHTS	POSITIVE STATEMENTS
This is unbearable.	I can learn to cope better with this.
I feel less valuable in comparison to other people.	I will let people do what they do. I will follow my own path of inner development and transformation that is of equal worth. Finding peace within may also be a gift to others
What if this never ends?	I will work on this step by step. I do not have to predict.

MENTAL HEALTH

TIME 45'

STRESS RELIEF THROUGH VISUALIZATION

This activity will use the method of visualization to provide participants with new ways of stress relief. Participants will learn how to overcome stressful situations with simple methods of visualization and imagination.

Objectives:	• To adopt new tools for stress relief • To recognize symptoms of stress • To lift the spirit of participants and build a positive attitude for future overcoming of the stress
Materials:	• Computer • Mobile phones • Projector • Handouts
Group size:	20-30
Preparation:	Prepare the Mentimeter presentation. Prepare handouts and put them in the small box, put chairs in half circle and one chair in front of them.

INSTRUCTIONS

Tell participants that the online platform "Mentimeter" will be used at the beginning of the workshop. Invite participants to join the Mentimeter platform for this session by using their mobile phones. Mentimeter platform will be visible on a projector screen on the wall in front of the participants. One of the co-facilitators will manage the Mentimeter from the laptop attached to the projector. Invite participants to do brainstorming on the word "stress" through this interactive platform. Participants will use their mobile phones to write down all their associations on the assigned word and words will appear on the projector's screen. The words which are written the most time will appear bigger than the rest and they should be shortly discussed. After the brainstorm participants will stay on the Mentimeter platform and they will do a short survey about symptoms of stress, they will vote on all symptoms they experienced, or think are the most often symptoms of stress and after the voting is finished facilitator will invite one participant to be the first volunteer for the second part of this session. Volunteer will sit on the chair in front of the group, and he/she will pick one paper with one "happy place" –

happy places are in the Handout 1 (e.g., Island in Caribbean, Top of the beautiful mountain, Deep in rain forest etc.). Facilitator prepares the happy places in advance by cutting the cards and giving to volunteers to choose 1.

Facilitator will give the following instructions to the volunteer and the rest of the group: all participants should close their eyes and listen to the volunteer which will lead the group through the visualization. He/she will use the "happy place" as a starting point in their story and continue to describe in as many details as possible the stress-free situation they should all imagine. Facilitator will encourage volunteers to use their imagination and humor to create a more positive atmosphere for all participants. This exercise should be repeated several times, and it should not be longer than 20 minutes.

DEBRIEFING AND EVALUATION

Ask participants to describe how they felt during this session, if they were comfortable, if they were able to really imagine those situations and how it affected them. Ask them if they think this could help them in stressful situations and if they would use this method in the future. The facilitator should close the workshop by explaining that this kind of simple tool can be highly effective in stressful situations and that they can use it as many times as they need to.

TIPS FOR FACILITATOR

Facilitators of this workshop should be prepared to be the first to lead the visualization in case there are no volunteers. Facilitators should be careful when visualizations start and control the level of laughter of participants in order not to lose the course of the workshop and to maintain control of the discussion.

HANDOUT

Island in Caribbean
Top of the beautiful mountain
Deep in rain forest
Beautiful garden in spring
Wooden log with a fireplace in the winter
Spa with beautiful scent and oil

MENTAL HEALTH

FEARLESS FRIEND

TIME 45'

This activity will allow participants to express their fears anonymously and to learn how other people would face these fears to overcome them. Participants will gain new skills in overcoming personal fears by observing them from different perspectives.

Objectives:	• To learn about personal fears from different perspective • To distance ourselves from our fears and to find out the solution to overcome them • To adopt skills for racialization of the fears and their overcoming
Materials:	• Small papers • Pencils • Box • Flip chart paper
Group size:	20-30
Preparation:	Prepare small paper for each participant and one box for putting small papers in it. Write on the flipchart paper following questions which should be hidden until the facilitator reveal them to participants. - How realistic is that fear? - What will happen if the fear comes true? - Can I prevent that fear from coming true? - If yes – how? - If not – what can I do to deal with the consequences of that fear coming true?

INSTRUCTIONS

Explain to the participants that in this session they will learn how to cope with their personal fears with the help of their friends. Tell them that they will take on other persons' fears to help each other. Invite them to write down their one concrete fear and to put the paper in the box, next they should take one paper from the box (in case they choose their own paper they will take another one) and give them some time to think about that fear and to put themselves in the place of the person who is afraid of what is written down on the paper. Revel to the participants flip chart paper with following questions:
- How realistic is that fear?
- What will happen if the fear comes true?

- Can I prevent that fear from coming true?
- If yes – how?
- If not – what can I do to deal with the consequences of that fear coming true?

Give participants a few minutes to answer these questions and invite them to present their thoughts.

After this, when everyone is finished, form small groups of 3-4 persons whose tasks will be to discuss the fear they selected and come up with strategies / actions / advice to cope with this fear. Give the groups 10-15 minutes for this. When all the groups are finished, they should present what they did: a person who picked up the fears, reads it out loud, responds to the questions and presents the strategies for coping with this fear that group come up with. Next in the group reads the next fear till whole group presents the fears and strategies. The activity is finished when all the groups present their work.

DEBRIEFING AND EVALUATION

Ask participants how they felt while writing down their fears and how they felt while other participants presented their fears. Ask them if their opinions about their fears have changed and if yes, will they apply suggested strategies in their lives.

TIPS FOR FACILITATOR

Keep in mind that some of the fears could trigger negative and sad emotions for some participants and be careful during both presentation and debriefing. Emphasize that this is a safe place for participants to share their emotions, but that they are not obliged to share personal fears and feelings publicly. Encourage them to be honest and to express themselves as much as they can to have quality discussions and to have the opportunity to observe solutions and suggestions for overcoming their fears from another perspective.

CHAPTER 4

CREATIVE WORKSHOPS

CHAPTER 4.1

CONCEPT PHOTOGRAPHY

CONCEPT PHOTOG-RAPHY

TIME 180'

CONCEPT PHOTOGRAPHY 1

Concept photography workshops consist of 4 separate workshops in which participants are introduced gradually to the topics we are dealing with and the way in which they would present this topic through photo content. The first workshop in this set is dedicated to presenting the project, getting to know the participants, and presenting the topics we are working on.

Theme:	It applies to all safety segments: peer violence, cyber bullying, abuse of psychoactive substances, discrimination, and mental health of young people
Objectives:	• To educate participants in the field of youth safety with focus on 5 segments of youth safety: peer violence, cyber bullying, abuse of psychoactive substances, discrimination, and mental health • To engage young people to contribute in promotion of safe behaviors through creative expression • To motivate young people to use their creative potential to express their views on youth safety • To raise the awareness among young people about the importance of youth safety in our society
Materials:	• Flipchart paper • Markers
Group size:	5-8 (if the group is bigger, divide into smaller groups)
Preparation:	Before the workshop starts, prepare flipchart paper and markers.

INSTRUCTIONS

The creative methods in youth work can be organized in 2 ways:

1. **Creative workshops as a part of a training**
2. **Independent creative workshops**

SITUATION 1: CREATIVE WORKSHOPS AS PART OF THE TRAINING

If the facilitators organize creative workshops as a part of the training, thematic workshops on certain segments of youth safety have already been implemented and participants gain knowledge on the respective segment. Moreover, participants know each other, but it is possible that they do not know facilitator (s).

For this reason, the facilitators start the first workshop by presenting himself/herself and that his/her role will be to transfer them the skills and competences on using photography as a concept tool for promotion of youth safety regarding, for example, protection of mental health.

The next activity is to get to know the participants, in which all participants should stand up and form a circle. Starting with the facilitator, each person should say their name and name the animal which name begins with the first letter of the name of the person being introduced. After saying their name and the adjective (e.g. Petar Positive), all participants should repeat the name and adjective of the person being introduced, after which the next person in the circle is introduced until everyone in the group introduces themselves.

After the introduction of facilitators and participants, the facilitators introduce the method of photography and how it can be used as a concept tool for promotion of youth safety regarding, for example, protection from peer violence. Facilitators explain in detail why photography is beneficial, why it is effective and point out the popularity photos have among young people. Facilitators also discuss with participants if they have any experience in the creation of concept photos and if yes what kind, what equipment they used, what type of photos they created and similar.

The next activity concerns the topic that will be covered during this set of workshops. Facilitators should do the brainstorming on the topic of youth safety, what participants first think of when they hear the term youth safety. Facilitators write down all the answers on flipchart paper and discuss their answers.

DEBRIEFING:

Ask following questions:
- What do you think about today's session?
- Were you aware of all the information you heard during this session?
- How do you feel, do you feel comfortable with each other in the group?

At the end of the session, facilitators should explain that from the next workshop onwards they will start with the creative process of making the Concept Photo products.

TIPS FOR FACILITATORS

Facilitators of creative workshops on photography should have knowledge and experience in using photography.

SITUATION 2: INDEPENDENT CREATIVE WORKSHOPS

If the creative workshops are not part of the training, but organized independently, for example as a regular work of the youth organization, facilitators start the first workshop by presenting the project to the participants, which topics the project covers, and which activities are planned by the project.

The next activity is to get to know the participants, in which all participants should stand up and form a circle. Starting with the facilitator, each person should say their name and name the animal which name begins with the first letter of the name of the person being introduced. After saying their name and the adjective (e.g. Petar Positive), all participants should repeat the name and adjective of the person being introduced, after which the next person in the circle is introduced until everyone in the group introduces himself/herself.

The next activity concerns the topic that will be covered during this set of workshops. Facilitators should do the brainstorming on the topic of youth safety, what participants first think of when they hear the term youth safety. Facilitators write down all the answers on flipchart paper and discuss their answers.

Next activity is getting to know more about topics that will be processed through creative workshops. If facilitators work on the topic of discrimination, they should choose one or two (depending on time they have) workshops from the manual in the section Segment: Discrimination. Facilitators implement selected workshop (s) so that participants gain basic knowledge and information about the topic they will cover through the creative workshops.

DEBRIEFING:

Ask them following questions:
- What do you think about today's session?
- Were you aware of all the information you heard during this session?
- How do you feel, do you feel comfortable with each other in the group?

At the end of the session, facilitators should explain that from the next workshop onwards they will start with the creative process of making the concept photos and should ask if there is anyone in the group having experience with this type of work.

TIPS FOR FACILITATORS:

Facilitators of creative workshops on photography should have knowledge and experience in using photography.

CONCEPT PHOTOG-RAPHY

TIME 240'

CONCEPT PHOTOGRAPHY 2

Through the second workshop the entire creative process of creating a concept photo and available photo equipment will be introduced to the participants. This workshop will cover the research of the participants about topics they want to use as a theme in their photos. They will come up with the storyboard and detail plan on creating their concept photos.

Theme:	It applies to all safety segments: peer violence, cyber bullying, abuse of psychoactive substances, discrimination, and mental health of young people
Objectives:	• To educate participants in the field of youth safety with focus on 5 segments of youth safety: peer violence, cyber bullying, abuse of psychoactive substances, discrimination, and mental health • To engage young people to contribute in promotion of safe behaviors through creative expression • To motivate young people to use their creative potential to express their views on youth safety • To raise the awareness among young people about the importance of youth safety in our society
Materials:	• Blank papers • Pens • Markers • Photo equipment (cameras, lights, phones and similar) • Laptops / computers for editing
Group size:	5-8 (if the group is bigger, divide into smaller groups)
Preparation:	Before workshop starts, prepare available photo recording equipment for presentation

INSTRUCTIONS

This workshop starts with the presentation of the creative process of creating a concept photography. Explain that this process has 5 steps:

1. **Vision and idea** – each participant should come up with idea for a photo, they should think

about the photo content, target audience, what emotions they want to evoke, which message they want to send with a photo

2. **Pick a favorite** – everyone shares his or her brainstorming ideas. This is the time where everyone as a group selects and elaborates the ideas that they found suitable for creating.

3. **Make a storyboard** – divided in pairs participants should create a full plan of making the concept photo they selected. Together with the help of facilitators they need to come up with a detailed appearance of photo scenes, every scene should be planned along with technical details like location of shooting, actors, post edit ideas (adding effects, slogans etc.).

4. **Taking photos** – creating a planned set and starting to shoot the photos. Together with facilitators participants will decide who will operate the camera, other participants can be actors in the photo scene and if they need some specific person for their photo, they are allowed to invite anyone who is willing to be a part of this process.

5. **Edit** – the final stage of creating a concept photo. Photo editing software will be introduced to participants, together with facilitators, they will first select the photos they want to edit and create the concept photos they planned.

After the presentation of the photo process, facilitators will present the photo equipment. Participants should be briefed about the cameras, lenses, lights, etc. so they have in mind what type of photos they are able to take with the available equipment. The concept products can be photographed with all available digital, analog, polaroid cameras etc. and mobile phones which the trainer has, as well as cameras and mobile phones of the participants if they brought them to the workshop for that purpose.

During this workshop, participants are going to work on the first three steps of the creative process: vision and idea, pick a favorite and the making of the photo scene.

Starting with "vision and idea", each participant should receive a blank paper and a pen. They have 30 min to come up with ideas for a concept photo on different segments of youth safety. During the brainstorming, participants are allowed to use online platforms (such as Pinterest) to explore examples of concept photos on given topics. They should be reminded to think about the target audience, emotions and message they want to send with this concept photo product. Facilitators remind participants to write all ideas on the paper so they can present those easier without forgetting something. In case that participants do not have an idea for a photo product for a certain topic, the facilitator shows them additional examples of concept photos for a certain issue.

Moving to "pick a favorite". One by one participants will present their ideas for photos and the other ones will comment on it. In this stage together they will elaborate each other's ideas and even merge some of those. With the assistance of facilitators in this step they should pick and

come up with the ideas that are going to be produced later. In case of disagreement among the participants, the facilitators are obliged to allow a short discussion about the concept photos among the participants so that they can reach a concrete solution by themselves and direct them to the concept photography that contains ideas of both (or more) participants.

Now it is time to "make a storyboard". Participants should be divided into pairs and each pair should pick the concepts which are going to be developed. Their task is to create a detailed plan of creating the concept photo. They need to come up with the entire appearance of photo scenes, the way of taking photos for each scene, location of shooting, costumes, props, actors, and postproduction. In this stage the facilitators should be in constant communication with each pair and advise them of all possible problems or technical limitations in their plan so it can be modified right away.

DEBRIEFING

In this part of the workshop, participants present their plans with the rest of the group. Facilitators should ask the others to give their opinion about presented ideas.
Ask them following questions:
- Are you satisfied with your work today?
- What was the hardest and what was the easiest?
- Was it difficult to develop a photo idea?
- Are you looking forward to photo shooting?

TIPS FOR FACILITATORS

In many cases, participants start with an ambitious idea and plan, and facilitators should draw attention to this and advise participants to be more concrete and choose simpler ways to convey a certain message through photos.

CONCEPT PHOTOG-RAPHY

TIME 240'

CONCEPT PHOTOGRAPHY 3

This workshop is all about organizing and executing the shooting of the photos according to the plans created in the previous workshop.

Theme:	It applies to all safety segments: peer violence, cyber bullying, abuse of psychoactive substances, discrimination, and mental health of young people in the period of COVID – 19
Objectives:	• To educate participants in the field of youth safety with focus on 5 segments of youth safety: peer violence, cyber bullying, abuse of psychoactive substances, discrimination, and mental health • To engage young people to contribute in promotion of safe behaviors through creative expression • To motivate young people to use their creative potential to express their views on youth safety • To raise the awareness among young people about the importance of youth safety in our society
Materials:	• Photo equipment (cameras, lights, phones and similar) • Props
Group size:	5-8 (if the group is bigger, divide into smaller groups)
Preparation:	Facilitators should make sure that batteries on all electronic equipment are fully charged, props for all photos should be ready

INSTRUCTIONS

The first activity in this workshop is the preparation of all the props and kits needed for photo shooting (for example - flour, a syringe with a needle, candies of different sizes reminiscent of drugs and such for a concept photo about the abuse of psychoactive substances; dark red, blue, green, and yellow makeup shades to paint bruises and facial injuries to address the topic of peer violence and so on). Participants together create all the necessary material and with the help of facilitators create the set and determine the position of the camera in relation to the space. Just before shooting there is a conversation with the participants who will be the actors in the photos through which it is defined what exactly is expected from them.
Depending on the structure of the participants in the group, photo shooting can be done

individually or simultaneously. If there are people in the group who have experience in photo shooting, they can take on the role of leader and simultaneously shoot multiple photos at the same time. The role of facilitators in this workshop is to logistically help each group, help organize the set and advise on how the photo shooting can be implemented as efficiently as possible. Care should be taken to ensure that each photo is taken in an adequate manner and that everything planned regarding the photo scene is done. Every photo should be shot with patience and repeated until it satisfies set criteria.

DEBRIEFING

Facilitators should invite participants to talk about their experience in photo shooting. Facilitators should ask them about the challenges they faced during the shooting, what their opinion about shooting was, if they thought that photo material was good enough to meet their needs to make concept photos they planned.

TIPS FOR FACILITATORS

Facilitators should encourage and support participants to shoot photos as they planned, repeating the shooting multiple times until they achieve planned results and photos they will be satisfied with.

CONCEPT PHOTOG-RAPHY

CONCEPT PHOTOGRAPHY 4

TIME 240'

The fourth workshop is covering the selection of created photo material, photo editing and presentation of final concept photo products.

Theme:	It applies to all safety segments: peer violence, cyber bullying, abuse of psychoactive substances, discrimination, and mental health of young people
Objectives:	• To educate participants in the field of youth safety with focus on 5 segments of youth safety: peer violence, cyber bullying, abuse of psychoactive substances, discrimination, and mental health • To engage young people to contribute in promotion of safe behaviors through creative expression • To motivate young people to use their creative potential to express their views on youth safety • To raise the awareness among young people about the importance of youth safety in our society
Materials:	• Laptops • Smartphones • Photo editing software
Group size:	5-8 (if the group is bigger, divide into smaller groups)

INSTRUCTIONS

At the beginning of this workshop participants will get all photo materials they created and their task is to select the best shots that will be used in final concept photography products. Once the best photo material is selected, participants, with the help of facilitators, can start with photo editing. Same like in the previous workshop, if there are participants in a group which have knowledge and experience in the process of editing photos, they can take the role of a leader and start with post production, simultaneously with facilitators.

Photo editing can be done on laptops or smartphones, depending on technical requirements of a concept photo itself. There are different photo editing softwares that can be used (Adobe Photoshop is proposed). Chosen software should be introduced to participants and facilitators should show to everyone the basics of photo editing (e.g. correcting the exposure, cropping, removing unwanted spots or elements, adding text, making color adjustments, playing with focus etc.) and all participants should take their part in photo editing process. For some complicated

tasks that require some proficient knowledge, facilitators or experienced participants will take over and the other participants' task is to monitor whether everything is going according to plan and lead the editors to the final products. If required by the visibility rules, the facilitator needs to remind participants that in the final concept product, it is necessary to put the logo of of the donor (according to the visibility rules), the logo of the organization implementing the project, logos of the project partner organizations and the logo of the project itself. When creating a concept photo, a slogan is added, which participants consider adequate for the concept photo product and connecting it to the visibility of the significance of certain problems (the concept photo can, for example, contain official statistics with a source). A slogan/official statistic is added to the concept photo so that a specific target group can recognize a clear and effective message.

After completing the edit of all concept photos, it is time for presentation. All produced photos should be collected at one place and presented to participants on some sort of a big screen like a video projector or bigger monitor. Every concept photo should be shown to participants and afterwards explained by the group who made it and discussed about it by the rest of the group. Participants should talk about their opinion on photos, if they like it or not, if the message that photo aimed to convey was clear or not.

DEBRIEFING

Facilitators should ask participants:
- How do you feel about photos you created?
- Are you satisfied and proud of them or not?
- What would you have done differently now when you see your photos on the screen?
- What new knowledge did you gain, and will you use it in future?
- How was your overall experience for this set of workshops?
- Did you have a good time?

TIPS FOR FACILITATORS

Facilitators should help participants through postproduction part as it requires technical knowledge about the software that is used. Ideas and inputs from the participants should be acknowledged. Facilitators should encourage participants in using this method and remind them that it is not always a requirement to have expensive equipment to create an effective concept photo and that smartphones that are available to everyone are particularly good tool for this.

Examples of creative tools developed through **Concept Photography Workshops**

CHAPTER 4.2

CONCEPT GRAPHICS

CONCEPT GRAPHICS

TIME 120'

CONCEPT GRAPHICS 1

Concept graphics workshops consist of 3 separate workshops in which participants are introduced gradually to the topics we are dealing with and the way in which they would present this topic through graphics content. The first workshop in this set is dedicated to presenting the project, getting to know the participants, and presenting the topics we are working on.

Theme:	It applies to all safety segments: peer violence, cyber bullying, abuse of psychoactive substances, discrimination, and mental health of young people
Objectives:	• To educate participants in the field of youth safety with focus on 5 segments of youth safety: peer violence, cyber bullying, abuse of psychoactive substances, discrimination, and mental health • To engage young people to contribute in promotion of safe behaviors through creative expression • To motivate young people to use their creative potential to express their views on youth safety • To raise the awareness among young people about the importance of youth safety in our society
Materials:	• Flipchart paper • Markers
Group size:	5-8 (if the group is bigger, divide into smaller groups)
Preparation:	Before the workshop starts, prepare flipchart paper and markers.

INSTRUCTIONS

If the facilitators organize creative workshops as a part of the training, thematic workshops on safety of young people have already been implemented and participants gain knowledge on the respective topics. Moreover, participants know each other, but it is possible that they do not know facilitator (s).

If this is the case, the facilitators start the first workshop by presenting himself/herself and that

his/her role will be to transfer them the skills and competences on using graphics as a concept tool for promotion of media literacy.

After the introduction of facilitators, the facilitators introduce the method of graphics and how it can be used as a concept tool for promotion of media literacy. Facilitators explain in detail why graphics is beneficial, why it is effective and point out the popularity graphics have among young people.

Facilitators then ask the participants to present themselves (name, something about themselves). Facilitators also discuss with participants if they have any experience in the creation of concept graphics and if yes what kind, what equipment they used, what type of graphics they created and similar.

The next activity concerns the topic that will be covered during this set of workshops. Facilitators should do the brainstorming on the topic of safety of young people, what participants first think of when they hear this term. Facilitators write down all the answers on flipchart paper and discuss their answers. Facilitators conclude this part with giving examples of how some of the things mentioned through brainstorming can be presented through graphics.

EVALUATION AND DEBRIEFING:

Facilitators finish the workshop with debriefing and evaluation. They ask following questions:
- What do you think about today's session?
- How do you feel, do you feel comfortable with each other in the group?
- How much were you aware of all the information you heard during this session?
- How can the graphics contribute to promotion of media literacy?
- How confident do you feel to develop concept graphics?

At the end of the session, facilitators should explain that from the next workshop onwards they will start with the creative process of making the Concept graphics products.

TIPS FOR FACILITATORS:

Facilitators of creative workshops on graphics should have knowledge and experience in using graphics.

CONCEPT GRAPHICS

TIME 180'

CONCEPT GRAPHICS 2

Through the second workshop the entire creative process of creating concept graphics and available material will be introduced to the participants. This workshop will cover the research of the participants about topics they want to use as a theme in their concept graphics. They will come up with the ideas and detailed plan on creating their concept graphics.

Theme:	It applies to all safety segments: peer violence, cyber bullying, abuse of psychoactive substances, discrimination, and mental health of young people
Objectives:	• To educate participants in the field of youth safety with focus on 5 segments of youth safety: peer violence, cyber bullying, abuse of psychoactive substances, discrimination, and mental health • To engage young people to contribute in promotion of safe behaviors through creative expression • To motivate young people to use their creative potential to express their views on youth safety • To raise the awareness among young people about the importance of youth safety in our society
Materials:	Concept graphic methods can be collage, digital collage, drawing, painting, linocut, digital painting, etc. Depending on the concept graphic method facilitators want to do with the participants various kinds of material can be used
Fundamental Materials:	• Blank papers • Pens • Markers • Laptops / computers for editing • Graphics material (Depending on the group experience decide the graphics method) * see Table below
Group size:	5-8 (if the group is bigger, divide into smaller groups)
Preparation:	Before workshop starts, prepare available graphics material for presentation

Table. **Graphics material** (*Depending on the group experience decide the graphics method*)

COLLAGE (difficulty: simple)	- Various types of paper for the base and collage elements - Printed newspaper and photographs that can be cut and arranged within the collage - Adhesive materials such as glue sticks, liquid glue, double-sided tape, or spray adhesive to attach collage elements to the base. - Scissors or Craft Knife - Paint and Markers for adding details to the collage - Cutting Mat - Scanner
DIGITAL COLLAGE (difficulty: simple)	- Laptops / computers - Image editing software (Adobe Photoshop, Adobe Illustrator, GIMP (GNU Image Manipulation Program), Procreate, Canva...) - Digital images (Free No Copyright Photos, personal images) - Free No Copyright photos can be downloaded from websites such as Pexels / Vecteezy / Freepik / Morguefile / Pixabay / Stockvault / Rawpixel
DRAWING (difficulty: complex)	- Graphite pencils of various grades (e.g., 2H, HB, 2B, 4B, 6B) for different levels of hardness and darkness in lines. - Pencil sharpener - Eraser - Drawing paper (e.g., smooth paper for pencil drawings, textured paper for charcoal or pastel drawings) - Coloured pencils - Soft or oil pastels - Alcohol-based markers or water-based markers for bold lines - Watercolour Pencils
PAINTING (difficulty: moderate)	- Paintbrushes (Various sizes and types of brushes for different techniques) - Palette - Painting surface (canvas panels/various kinds of painting paper) - Paint (acrylic paint / oil paint / watercolour paint / tempera etc.) - Drawing materials (pencils, eraser, pencil sharpener) - Masking tape -Water containers

LINOCUT (difficulty: simple)	- Linoleum block - Carving tools (linoleum cutters) - Printing ink - Ink roller - Paper - Palette - Protective gear
DIGITAL PAINTING (difficulty: moderate)	- Laptops / computers / graphics tablet - Digital painting software (Adobe Photoshop, Corel Painter, Clip Studio Paint, Procreate, Krita, Autodesk Sketchbook, Canva…)
GRAFFITTI ART / STENCILS (difficulty: simple)	- Printed stencils / Mylar for stencil drawing - Utility knives / Precision knives - Cutting surface - Spray paint - Masking tape - Stencil surface (Natural cotton, linen, paper)

INSTRUCTIONS

This workshop starts with the presentation of the creative process of creating a concept graphics. Explain that this process has 5 steps:

1. **Vision and idea** – each participant should come up with idea for a graphics, they should think about the graphics content, target audience, what emotions they want to evoke, which message they want to send with a graphics.
2. **Pick a favorite** – everyone shares his or her brainstorming ideas. This is the time where everyone as a group selects and elaborates the ideas that they found suitable for creating.
3. **Graphics session** – Facilitator explains the chosen concept graphic method and methods' techniques. Participants are doing their concept graphics with material provided.
4. **Edit** – the final stage of creating concept graphics. Graphics editing software will be introduced to participants, together with facilitators, they will first select the graphics they want to edit and create the concept graphics they planned.

After introducing the graphics process, facilitators will provide an overview of the equipment and material. Participants will receive information about pencils, canvases, types of paper, coloring equipment and other material.

Starting with "vision and idea", each participant should receive a blank paper and a pen, and they must come up with ideas for concept graphics on different segments of youth safety. During the brainstorming, participants are allowed to use online platforms (such as Pinterest)

to explore examples of concept graphics on given topics. They should be reminded to think about the target audience, emotions, and message they want to send with this concept graphics product. Facilitators remind participants to write all ideas on the paper so they can present those easier without forgetting something. In case participants do not have an idea for a graphics product for a certain topic, the facilitator shows them additional examples of concept photos for a certain issue.

Moving to "pick a favorite". One by one participants will present their ideas for graphics and the other ones will comment on it. In this stage together they will elaborate each other's ideas and even merge some of those. With the assistance of facilitators in this step they should pick and come up with the ideas that are going to be produced later. In case of disagreement among the participants, the facilitators are obliged to allow a short discussion about the concept graphics among the participants so that they can reach a concrete solution by themselves and direct them to the concept graphics that contains ideas of both (or more) participants.

Moving on to "Graphics session" participants will be provided with material for the concept graphics and start enjoying the creative process. Facilitators will maintain regular communication with each participant, offering guidance and addressing any technical challenges or limitations in their plans to ensure modifications can be made promptly. If any additional help is needed facilitator will guide them through concept graphics process (facilitator will provide knowledge on how to draw concrete details, how to properly cut stencils in order not to have holes, how to do linocut in a safe way or to send to the participants additional digital materials such as fonts/ brushes/icons for digital concept products).

EVALUATION AND DEBRIEFING:

During this phase of the workshop, participants will showcase their plans to the entire group. Facilitators will encourage others to share their thoughts on the presented ideas and ask them the following questions:
- How do you feel about your progress today?
- What challenges did you encounter, and what came naturally?
- How was the process of developing your graphics idea?
- Are you excited about the upcoming concept graphics process?

TIPS FOR FACILITATORS

Participants often think that high artistic knowledge is needed for concept graphics workshops. Facilitators should encourage participants to enjoy the creative process and should guide them to focus on clarity and simplicity.

CONCEPT GRAPHICS

TIME 180'

CONCEPT GRAPHICS 3

The third workshop covers the scanning created concept graphics, editing and presentation of final concept graphics products.

Theme:	It applies to all safety segments: peer violence, cyber bullying, abuse of psychoactive substances, discrimination, and mental health of young people
Objectives:	• To educate participants in the field of youth safety with focus on 5 segments of youth safety: peer violence, cyber bullying, abuse of psychoactive substances, discrimination, and mental health • To engage young people to contribute in promotion of safe behaviors through creative expression • To motivate young people to use their creative potential to express their views on youth safety • To raise the awareness among young people about the importance of youth safety in our society
Materials:	• Laptops • Scanner • Photo editing software (Adobe Photoshop, Canva…)
Group size:	5-12 (if group is bigger, division into smaller groups)

INSTRUCTIONS

Participants will begin this workshop by receiving all the scanned graphics they created. Assisted by facilitators, participants can start the graphics editing process. If there are participants within the group with expertise in photo / graphics editing software, they can assume leadership roles and begin post-production work together with facilitators.

Concept graphics editing can be done on either laptops or smartphones, depending on the technical requirements of each concept graphic. Various photo editing software options exist, with Adobe Photoshop being a recommended choice. The selected software will be introduced to participants, and facilitators will explain basics such as colour correction, cropping, digital coloring, text addition. For tasks requiring advanced knowledge, facilitators or experienced participants will guide the editing process, while others monitor progress to ensure adherence

to the plan. As per visibility guidelines, facilitators will remind participants to include logos of the donor and the project itself in the final concept products. Additionally, a slogan relevant to the concept graphics and backed by official statistics may be integrated to convey a clear and impactful message to the target audience.
Upon completing the editing of all concept graphics, a presentation will follow. All produced graphics will be gathered and showcased on a large screen such as a video projector or monitor. Each concept graphic will be displayed to participants, with the group responsible for its creation explaining it, and the rest of the group engaging in discussion about its effectiveness and message clarity. Participants will share their opinions on the graphics, assessing whether the intended message was effectively conveyed. If possible small live exhibition will be organized during the digital presentation.

EVALUATION AND DEBRIEFING:

Facilitators can engage participants with the following questions:

- How do you feel about graphics you created?
- Reflecting on your work, what aspects are you satisfied with, and what would you change if you had the chance?
- In what ways has this workshop enhanced your skills or knowledge in concrete concept graphics method and editing, and how do you plan to apply these newfound insights in the future?
- What are your thoughts on the overall experience and the learning journey?
- Did you find this creative process enjoyable and fulfilling?

TIPS FOR FACILITATORS

Facilitators play a crucial role during the post-production phase by guiding participants through the technical aspects of the software being used. They should actively listen to participants' ideas and suggestions, incorporating them into the editing process. Encouraging participants to leverage available resources, reinforces the notion that effective concept graphics can be created without the need for expensive materials and previous knowledge.

CHAPTER 4.3

CONCEPT
VIDEO PRODUCTION

CONCEPT VIDEO

TIME 180'

CONCEPT VIDEO PRODUCTION 1

Concept video workshops consist of 4 separate workshops in which participants are introduced gradually to the topics we are dealing with and the way in which they would present this topic through video content. The first workshop in this set is dedicated to presenting the project, getting to know the participants, and presenting the topics we are working on.

Theme:	It applies to all safety segments: peer violence, cyber bullying, abuse of psychoactive substances, discrimination, and mental health of young people
Objectives:	• To educate participants in the field of youth safety with focus on 5 segments of youth safety: peer violence, cyber bullying, abuse of psychoactive substances, discrimination, and mental health • To engage young people to contribute in promotion of safe behaviors through creative expression • To motivate young people to use their creative potential to express their views on youth safety • To raise the awareness among young people about the importance of youth safety in our society
Materials:	• Flipchart paper • Markers
Group size:	5-8 (if the group is bigger, divide into smaller groups)
Preparation:	Before the workshop starts, prepare flipchart paper and markers

INSTRUCTIONS

The creative methods in youth work can be organized in 2 ways:

1. **Creative workshops as a part of a training**
2. **Independent creative workshops**

SITUATION 1: CREATIVE WORKSHOPS AS PART OF THE TRAINING

If the facilitators organize creative workshops as a part of the training, thematic workshops on certain segments of youth safety have already been implemented and participants gain knowledge on the respective segment. Moreover, participants know each other, but it is possible that they do not know facilitator (s).

For this reason, the facilitators start the first workshop by presenting himself/herself and that his/her role will be to transfer them the skills and competences on using photography as a concept tool for promotion of youth safety regarding, for example, protection of mental health.

The next activity is to get to know the participants, in which all participants should stand up and form a circle. Starting with the facilitator, each person should say their name and name the animal which name begins with the first letter of the name of the person being introduced. After saying their name and the adjective (e.g. Petar Positive), all participants should repeat the name and adjective of the person being introduced, after which the next person in the circle is introduced until everyone in the group introduces themselves.

After the introduction of facilitators and participants, the facilitators introduce the method of video production and how it can be used as a concept tool for promotion of youth safety regarding, for example, protection from peer violence. Facilitators explain in detail why video is beneficial, why it is effective and point out the popularity videos have among young people. Facilitators also discuss with participants if they have any experience in the creation of concept videos and if yes what kind, what equipment they used, what type of videos they created and similar.

The next activity concerns the topic that will be covered during this set of workshops. Facilitators should do the brainstorming on the topic of youth safety, what participants first think of when they hear the term youth safety. Facilitators write down all the answers on flipchart paper and discuss their answers.

DEBRIEFING AND EVALUATION:

Ask following questions:
- What do you think about today's session?
- How much were you aware of all the information you heard during this session?
- How do you feel, do you feel comfortable with each other in the group?

At the end of the session, facilitators should explain that from the next workshop onwards they will start with the creative process of making the Concept video material.

TIPS FOR FACILITATORS

Facilitators of creative workshops on video production should have knowledge and experience in producing the videos.

SITUATION 2: INDEPENDENT CREATIVE WORKSHOPS

If the creative workshops are not part of the training, but organized independently, for example as a regular work of the youth organization, facilitators start the first workshop by presenting the project to the participants, which topics the project covers, and which activities are planned by the project.

The next activity is to get to know the participants, in which all participants should stand up and form a circle. Starting with the facilitator, each person should say their name and name the animal which name begins with the first letter of the name of the person being introduced. After saying their name and the adjective (e.g. Petar Positive), all participants should repeat the name and adjective of the person being introduced, after which the next person in the circle is introduced until everyone in the group introduces himself/herself.

The next activity concerns the topic that will be covered during this set of workshops. Facilitators should do the brainstorming on the topic of youth safety, what participants first think of when they hear the term youth safety. Facilitators write down all the answers on flipchart paper and discuss their answers.

Next activity is getting to know more about topics that will be processed through creative workshops. If facilitators work on the topic of discrimination, they should choose one or two (depending on time they have) workshops from the manual in the section Segment: Discrimination. Facilitators implement selected workshop (s) so that participants gain basic knowledge and information about the topic they will cover through the creative workshops.

DEBRIEFING AND EVALUATION:

Ask following questions:
- What do you think about today's session?
- How much were you aware of all the information you heard during this session?
- How do you feel, do you feel comfortable with each other in the group?

At the end of the session, facilitators should explain that from the next workshop onwards they will start with the creative process of making the Concept video materials.

TIPS FOR FACILITATORS

Facilitators of creative workshops on video production should have knowledge and experience in producing the videos.

CONCEPT VIDEO

TIME 240'

CONCEPT VIDEO PRODUCTION 2

Through the second workshop the entire creative process of creating a concept video and available video recording equipment will be introduced to the participants. This workshop will cover the research of the participants about topics they want to use as a theme in their videos. They will come up with the storyboard and detail plan on creating their concept videos.

Theme:	It applies to all safety segments: peer violence, cyber bullying, abuse of psychoactive substances, discrimination, and mental health of young people
Objectives:	• To educate participants in the field of youth safety with focus on 5 segments of youth safety: peer violence, cyber bullying, abuse of psychoactive substances, discrimination, and mental health • To engage young people to contribute in promotion of safe behaviors through creative expression • To motivate young people to use their creative potential to express their views on youth safety • To raise the awareness among young people about the importance of youth safety in our society
Materials:	• Blank papers • Pens • Markers • Video recording equipment (cameras, lights, gimbals and similar) • Laptops / computers for editing
Group size:	5-8 (if the group is bigger, divide into smaller groups)
Preparation:	Before workshop starts, prepare available video recording equipment for presentation

INSTRUCTIONS

This workshop starts with the presentation of the creative process of creating a concept photography. Explain that this process has 5 steps:

1. **Vision and idea** – each participant should come up with an idea for a video, they should think about the video content, target audience, what emotions they want to evoke, which message they want to send with a video.

2. **Pick a favorite** – everyone shares his or her brainstorming ideas. This is the time where everyone as a group selects and elaborates the ideas that they found suitable for creating.

3. **Make a storyboard** – divided in pairs participants should create a full plan of making the concept video they selected. Together with the help of facilitators they need to come up with a detailed storyline of a video from the beginning to the end, every scene should be planned along with technical details like location of shooting, actors, post edit ideas (adding effects, titles etc.).

4. **Record** – creating a planned set and starting to record the videos. Together with facilitators participants will decide who will operate the camera, other participants can be actors in the video and if they need some specific person for their video, they are allowed to invite anyone who is willing to be a part of this process. All planned sequences of the video are recorded in this phase.

5. **Edit** – the final stage of creating a concept video. Video editing software will be introduced to participants, together with facilitators, they will put all recorded videos together and create the concept they planned.

After the presentation of the video production process, facilitators will present the video recording equipment. Participants should be briefed about the cameras, lenses, lights, etc. so they have in mind what type of videos they are able to take with the available equipment.

During this workshop, participants are going to work on the first three steps of the creative process: vision and idea, pick a favorite and the making of the storyboard.

Starting with "vision and idea", each participant should receive a blank paper and a pen. They have 30 min to come up with ideas for a concept video on different segments of youth safety. During the brainstorming, participants are allowed to use online platforms to explore examples of concept photos on given topics. They should be reminded to think about the target audience, emotions and message they want to send with this concept video product. Facilitators remind participants to write all ideas on the paper so they can present those easier without forgetting something. In case that participants do not have an idea for a video product for a certain topic, the facilitator shows them additional examples of concept video for a certain issue.

Moving to "pick a favorite". One by one participants will present their ideas for videos and the other ones will comment on them. In this stage together they will elaborate each other's ideas and even merge some of those. With the assistance of facilitators in this step they should pick and come up with the ideas that are going to be produced later.

Now it is time to "make a storyboard". Participants should be divided into pairs and each pair should pick the concepts which are going to be developed. Their task is to create a detailed plan of creating the concept video. They need to come up with the entire storyline from the beginning to the end, the way of recording each scene, location of shooting, costumes, props, actors – other participants, and postproduction. In this stage the facilitators should be in constant communication with each pair and advise them of all possible problems or technical limitations in their plan so it can be modified right away.

DEBRIEFING AND EVALUATION

In this part of the workshop, participants present their plans with the rest of the group. Facilitators should ask the others to give their opinion about presented ideas.
Ask them following questions:
- How are you satisfied with your work today?
- What was the hardest and what was the easiest?
- How difficult was it to develop a video idea?
- Are you looking forward to starting recording videos?

TIPS FOR FACILITATORS

In many cases, participants start with an ambitious idea and plan, and facilitators should draw attention to this and advise participants to be more concrete and choose simpler ways to convey a certain message through videos.

CONCEPT VIDEO

TIME 240'

CONCEPT VIDEO PRODUCTION 3

This workshop is all about organizing and executing the video shooting according to the plans created in the previous workshop.

Theme:	It applies to all safety segments: peer violence, cyber bullying, abuse of psychoactive substances, discrimination, and mental health of young people
Objectives:	• To educate participants in the field of youth safety with focus on 5 segments of youth safety: peer violence, cyber bullying, abuse of psychoactive substances, discrimination, and mental health • To engage young people to contribute in promotion of safe behaviors through creative expression • To motivate young people to use their creative potential to express their views on youth safety • To raise the awareness among young people about the importance of youth safety in our society
Materials:	• Video recording equipment • Props
Group size:	5-8 (if the group is bigger, divide into smaller groups)
Preparation:	Facilitators should make sure that batteries on all electronic equipment are fully charged, props for all videos should be ready

INSTRUCTIONS

The first activity in this workshop is the preparation of all the props and kits needed to record the video content. Participants together create all the necessary material and with the help of facilitators create the set and determine the position of the camera in relation to the space. Just before shooting there is a conversation with the "actors" who will appear in the videos through which it is defined what exactly is expected from them.

Depending on the structure of the participants in the group, video recording can be done individually or simultaneously. If there are people in the group who have experience in recording such video content, they can take on the role of leader and simultaneously record multiple videos at the same time. The role of facilitators in this workshop is to logistically help

each group, help organize the set and advise on how the recording can be implemented as efficiently as possible. Care should be taken to ensure that each shot is taken in an adequate manner and that everything planned on the storyboard is done. Every scene should be recorded with patience and repeated until it satisfies storyboard criteria.

DEBRIEFING AND EVALUATION

Facilitators should invite participants to talk about their experience in video recording. Facilitators should ask them about the challenges they faced during the recording, what their opinion about recording was, if they thought that video material was good enough to meet their needs to make concept videos they planned.

TIPS FOR FACILITATORS

Facilitators should encourage and support participants to record videos as they planned, repeating the recording multiple times until they achieve planned results and videos they will be satisfied with.

CONCEPT VIDEO

TIME 240'

CONCEPT VIDEO PRODUCTION 4

The fourth workshop covers the selection of created video material, post production video editing and presentation of final concept video products.

Theme:	It applies to all safety segments: peer violence, cyber bullying, abuse of psychoactive substances, discrimination, and mental health of young people
Objectives:	• To educate participants in the field of youth safety with focus on 5 segments of youth safety: peer violence, cyber bullying, abuse of psychoactive substances, discrimination, and mental health • To engage young people to contribute in promotion of safe behaviors through creative expression • To motivate young people to use their creative potential to express their views on youth safety • To raise the awareness among young people about the importance of youth safety in our society
Materials:	• Laptops • Smartphones • Video editing software
Group size:	5-8 (if the group is bigger, divide into smaller groups)

INSTRUCTIONS

At the beginning of this workshop participants will get all video materials they created, and their task is to select the best shots that will be used in the final video (s).
Once the best video material is selected, participants, with the help of facilitators, can start with video editing and putting everything together. Same as in the previous workshop, if there are participants in a group which have knowledge and experience in the process of editing videos, they can take the role of a leader and start with postproduction, simultaneously with facilitators.

Postproduction of the videos can be done on laptops or smartphones, depending on technical requirements of the video itself. There is different video editing software that can be used.

• Proposed software for PC: - Adobe Premiere Pro - DaVinci Resolve - Sony Vegas.

• Proposed software for mobile phones: - Power Director - InShot – FilmoraGo.

Chosen software should be introduced to participants and facilitators should show to everyone the basics of video manipulation (e.g., cutting, cropping, time remapping, adding text, photos etc.) and all participants should take their part in post-production. For some complicated tasks that require some proficient knowledge trainer or experienced participant will take over and the other participants' task is to monitor whether everything is going according to plan and lead the editors to the final products.

After completing the editing of all concept videos, it is time for presentation. All produced videos should be collected at one place and presented to participants on some sort of a big screen like a video projector or bigger monitor. Every concept video product should be played to participants and afterwards explained by the group who made it and discussed about it by the rest of the group. Participants should talk about their opinion on videos, if they like it or not, if the message that video aimed to convey was clear or not.

DEBRIEFING AND EVALUATION

Facilitators should ask participants:
• How do you feel about the videos you created?
• Are you satisfied and proud of them or not?
• What would you do differently now when you see your videos on the screen?
• What new knowledge did you gain, and will you use it in future?
• How was your overall experience for this set of workshops?
• Did you have a good time

TIPS FOR FACILITATORS

Facilitators should help participants through postproduction part as it requires technical knowledge about the software that is used. Ideas and inputs from the participants should be acknowledged. Facilitators should encourage participants in using this method and remind them that it is not always a requirement to have expensive equipment to create an effective concept video and that smartphones that are available to everyone are particularly good tool for this.

SCAN ME

Examples of creative tools developed through **Concept Video Workshops**

CHAPTER 4.4

CONCEPT
MUSIC PRODUCTION

CONCEPT MUSIC

TIME 180'

CONCEPT MUSIC PRODUCTION 1

Concept music workshops consist of 4 separate workshops in which participants are introduced gradually to the topics we are dealing with and the way in which they would present this topic through video content. The first workshop in this set is dedicated to presenting the project, getting to know the participants, and presenting the topics we are working on.

Theme:	It applies to all safety segments: peer violence, cyber bullying, abuse of psychoactive substances, discrimination, and mental health of young people
Objectives:	• To educate participants in the field of youth safety with focus on 5 segments of youth safety: peer violence, cyber bullying, abuse of psychoactive substances, discrimination, and mental health • To engage young people to contribute in promotion of safe behaviors through creative expression • To motivate young people to use their creative potential to express their views on youth safety • To raise the awareness among young people about the importance of youth safety in our society
Materials:	• Flipchart paper • Markers
Group size:	5-8 (if the group is bigger, divide into smaller groups)
Preparation:	Before the workshop starts, prepare flipchart paper and markers

INSTRUCTIONS

The creative methods in youth work can be organized in 2 ways:

1. **Creative workshops as a part of a training**
2. **Independent creative workshops**

SITUATION 1: CREATIVE WORKSHOPS AS PART OF THE TRAINING

If the facilitators organize creative workshops as a part of the training, thematic workshops on certain segments of youth safety have already been implemented and participants gain knowledge on the respective segment. Moreover, participants know each other, but it is possible that they do not know facilitator (s).

For this reason, the facilitators start the first workshop by presenting himself/herself and that his/her role will be to transfer them the skills and competences on using photography as a concept tool for promotion of youth safety regarding, for example, protection of mental health.

The next activity is to get to know the participants, in which all participants should stand up and form a circle. Starting with the facilitator, each person should say their name and name the animal which name begins with the first letter of the name of the person being introduced. After saying their name and the adjective (e.g. Petar Positive), all participants should repeat the name and adjective of the person being introduced, after which the next person in the circle is introduced until everyone in the group introduces themselves.

After the introduction of facilitators and participants, facilitators introduce the method of music and how it can be used as a concept tool for promotion of youth safety regarding, for example, protection from cyber bullying. Facilitators explain in detail why music is beneficial, why it is effective and point out the popularity music has among young people. Facilitators also discuss with participants if they have any experience in the creation of concept music and if yes what kind, what type of music they created, if they write lyrics or sing and similar. Facilitators can also show the participants concepts songs developed through Safebook project:
https:// kom018.org.rs/en/safebook-concept-music/

The next activity concerns the topic that will be covered during this set of workshops. Facilitators should do the brainstorming on the topic of youth safety, what participants first think of when they hear the term youth safety. Facilitators write down all the answers on flipchart paper and discuss their answers.

DEBRIEFING

Ask following questions:
- What do you think about today's session?
- Were you aware of all the information you heard during this session?
- How do you feel, do you feel comfortable with each other in the group?

At the end of the session, facilitators should explain that from the next workshop onwards they will start with the creative process of making the Concept Music tool.

TIPS FOR FACILITATORS

Facilitators of creative workshops on music production should have knowledge and experience in producing the music.

SITUATION 2: INDEPENDENT CREATIVE WORKSHOPS

If the creative workshops are not part of the training, but organized independently, for example as a regular work of the youth organization, facilitators start the first workshop by presenting the project to the participants, which topics the project covers, and which activities are planned by the project.

The next activity is to get to know the participants, in which all participants should stand up and form a circle. Starting with the facilitator, each person should say their name and name the animal which name begins with the first letter of the name of the person being introduced. After saying their name and the adjective (e.g. Petar Positive), all participants should repeat the name and adjective of the person being introduced, after which the next person in the circle is introduced until everyone in the group introduces himself/herself.

The next activity concerns the topic that will be covered during this set of workshops. Facilitators should do the brainstorming on the topic of youth safety, what participants first think of when they hear the term youth safety. Facilitators write down all the answers on flipchart paper and discuss their answers.

Next activity is getting to know more about topics that will be processed through creative workshops. If facilitators work on the topic of discrimination, they should choose one or two (depending on time they have) workshops from the manual in the section Segment: Discrimination. Facilitators implement selected workshop (s) so that participants gain basic knowledge and information about the topic they will cover through the creative workshops.

DEBRIEFING:

Ask them following questions:
- What do you think about today's session?
- Were you aware of all the information you heard during this session?
- How do you feel, do you feel comfortable with each other in the group?

At the end of the session, facilitators should explain that from the next workshop onwards they will start with the creative process of making the concept music and should ask if there is anyone in the group having experience regarding music (singing, composing, writing lyrics and similar). Facilitators can also show the participants concepts songs developed through Safebook project: https://kom018.org.rs/en/safebook-concept-music/

TIPS FOR FACILITATORS

Facilitators of music creative workshops should have knowledge and experience in using music. Participants should be encouraged to fully participate no matter if they are experienced in music or not. If part of them can, for example sing or compose, while part cannot, the part that is not experienced should be encouraged to contribute with ideas, lyrics, singing / rapping, support for the song arrangement and similar. Point is that no one should be excluded.

CONCEPT MUSIC

TIME 240'

CONCEPT MUSIC PRODUCTION 2

Through the second workshop the entire creative process of creating a concept song will be introduced to the participants. Selection of beat / instrumental will be done, and lyrics will be developed.

Theme:	It applies to all safety segments: peer violence, cyber bullying, abuse of psychoactive substances, discrimination, and mental health of young people
Objectives:	• To educate participants in the field of youth safety with focus on 5 segments of youth safety: peer violence, cyber bullying, abuse of psychoactive substances, discrimination, and mental health • To engage young people to contribute in promotion of safe behaviors through creative expression • To motivate young people to use their creative potential to express their views on youth safety • To raise the awareness among young people about the importance of youth safety in our society
Materials:	• Blank papers • Pens • Markers • Instrumentals • Music equipment (laptop, speakers, mics, recording programs and similar)
Group size:	5-8 (if the group is bigger, divide into smaller groups)
Preparation:	Before workshop starts, prepare available video recording equipment for presentation.

INSTRUCTIONS

This workshop starts with the presentation of the creative process of the development of concept songs – Creative Session and Studio Session.

Explain that Creative Session has 4 steps:
1. **Beat Selection**
2. **Lyrics & Melody Writing**

3. **Lyrics Proofing**
4. **Choosing Interpreters**

Explain that Studio Session has 3 steps:
1. **Tracking & Editing** – recording of the vocals
2. **Song Arranging**
3. **Mixing & Mastering**

During this workshop, participants are going to work on the first 3 steps of the Creative Session: Beat Selection, Lyrics and Melody Writing and Lyrics Proofing.

Facilitators introduce Beat selection to the participants. Facilitators prepare in advance 5-6 different beats / instrumentals that can be used for the creation of the concept song. The participants are either given a pre-defined instrumental or they are given a group of instrumentals from which they must pick one by voting. They are given instructions to write down their impressions on the instrumental that is currently playing and formulate a top 3 pick list of their own which counts as voting. The instrumental with the most votes gets selected as the musical theme for the song that should be created. It is important that participants agree on instrumental as the main base for further development of the song, as this is going to be the main inspiration to guide them through the creative process.

Facilitators introduce the next step of creation of concept song - Lyrics & Melody Writing. Facilitators briefly brainstorm about the topic of the song out of which specific theme is selected. Facilitators instruct the participants that their task is to write down a certain number of verses for the song (4 lines, 8 lines, and similar) having in mind the topic of a song (for example, mental health of young people) and selected instrumental. Facilitators create an atmosphere for the participants where they can listen to chosen instrumental and write the lyrics on their own (it is individual work). Facilitators are all the time engaged at supporting the participants to develop ideas, find the right word, or to express themselves better. This is especially important when participants do this for the first time and have no experience. They should work in a supportive environment so as not to get discouraged. This part of the workshop requires a longer time and should be up to 1h and 30' minutes long to allow the participants enough time to express themselves and come up with lyrics they will be satisfied with. At the same time, facilitators with participants come up with vocal phrases – develop melodies for specific song parts (verses, chorus, bridge and similar).

The final step in this phase is Lyrics Proofing. Facilitators collect all the written lyrics. The whole group reads the lyrics produced by participants; the parts that participants like the most are selected and mashed up. In this way a multiple author collage of lyrics is created that best suits the given topic and where most of participants are involved. Facilitators pick a volunteer from the group who puts the selected lyrics in a Word document and this document is printed for every participant. Participants read through lyrics and developed melodies for specific song parts (verses, chorus, bridge and similar) are rehearsed by everyone.

DEBRIEFING

In this part of the workshop, participants present their plans with the rest of the group. Facilitators should ask the others to give their opinion about presented ideas.

Ask them following questions:
- How are you satisfied with your work today?
- What was the hardest and what was the easiest?
- How difficult was it to write lyrics?
- Are you looking forward to starting recording a song?

TIPS FOR FACILITATORS

Facilitators of creative workshops on music should have knowledge and experience in using music. Participants should be encouraged to fully participate no matter if they are experienced in music or not. If part of them can, for example sing or compose, while part cannot, the part that is not experienced should be encouraged to contribute with ideas, lyrics, singing / rapping, support for the song arrangement and similar. The point is that no one should be excluded. If this method is used for example in international trainings, facilitators can encourage participants to write in their native language. In this way even more effective songs can be produced, having multiple languages present.

CONCEPT MUSIC

TIME 240'

CONCEPT MUSIC PRODUCTION 3

This workshop is dedicated to the recording of the song.

Theme:	It applies to all safety segments: peer violence, cyber bullying, abuse of psychoactive substances, discrimination, and mental health of young people
Objectives:	• To educate participants in the field of youth safety with focus on 5 segments of youth safety: peer violence, cyber bullying, abuse of psychoactive substances, discrimination, and mental health • To engage young people to contribute in promotion of safe behaviors through creative expression • To motivate young people to use their creative potential to express their views on youth safety • To raise the awareness among young people about the importance of youth safety in our society
Materials:	• Music recording equipment
Group size:	5-8 (if the group is bigger, divide into smaller groups)
Preparation:	Facilitators should prepare the equipment for music recording

INSTRUCTIONS

The first activity in this workshop is Tracking and Editing. This means that facilitators lead the discussion on the group level to select who of the participants will perform which part of the song. The selection of the interpreters is done by vocal performance or preference of the participants. Facilitators should pay attention to all participants and encourage everyone to participate in the song recording, even with a small part. The selection of the performer should be up to 30' long.

Next, facilitators record participants' parts of the song. The vocal performance parts are recorded digitally using studio quality digital audio interfaces (mics, preamp) in a DAW (Digital Audio Workstation) of your choosing (Suggested - Cubase, Logic, ProTools, Studio One). This segment of the workshop can be challenging for some participants, especially if they

record a song for the first time. Facilitators should show patience and support participants. They should repeat the recording as many times until every participant is satisfied with his/her recording. With shorter breaks, this session should be up to 2h and 30' long.

DEBRIEFING

Facilitators should invite participants to talk about their experience in song recording. Facilitators should ask them about the challenges they faced during the recording, what their opinion about song recording was, if they thought that recordings were good enough to meet their needs to make the concept song they planned.

TIPS FOR FACILITATORS

Facilitators of creative workshops on music should have knowledge and experience in using music. Participants should be encouraged to fully participate no matter if they are experienced in music or not. If part of them can, for example sing or compose, while part cannot, the part that is not experienced should be encouraged to contribute with ideas, lyrics, singing / rapping, support for the song arrangement and similar. Point is that no one should be excluded. If this method is used for example in international trainings, facilitators can encourage participants to write in their native language. In this way even more effective songs can be produced, having multiple languages present.

CONCEPT MUSIC

TIME 240'

CONCEPT MUSIC PRODUCTION 4

The fourth workshop is focused on the mixing and mastering of a song to get a final result.

Theme:	It applies to all safety segments: peer violence, cyber bullying, abuse of psychoactive substances, discrimination, and mental health of young people
Objectives:	• To educate participants in the field of youth safety with focus on 5 segments of youth safety: peer violence, cyber bullying, abuse of psychoactive substances, discrimination, and mental health • To engage young people to contribute in promotion of safe behaviors through creative expression • To motivate young people to use their creative potential to express their views on youth safety • To raise the awareness among young people about the importance of youth safety in our society
Materials:	• Music recording equipment • Editing software
Group size:	5-8 (if the group is bigger, divide into smaller groups)

INSTRUCTIONS

Led by facilitators, participants work on the song arrangement. The song arrangement is done according to the vocal recordings. After that facilitators and participants work on mixing and mastering of the song. Audio Mixing is a process of blending individual things in a recording to come up with as good as a possible version of a song. The mixing process includes: Fine-tuning the sense or sound of each instrument using and EQ (equalization) Balancing pre-recorded track levels. Mastering is the term most commonly used to refer to the process of taking an audio mix and preparing it for distribution. There are several considerations in this process: unifying the sound of a record, maintaining consistency across an album, and preparing for distribution. The mix & mastering process should provide a broadcast quality 16bit 44100Hz WAV-e render of the song. Through this activity participants not only fully participate in the song development and production of the final result, but also gain new knowledge and competences on how the song is actually produced, how to mix the recording and get the

complete song.

After completing the edit of the song, it is time for presentation. Song is presented to the group. Participants should talk about their opinion on song, if they like it or not, if the message that song aimed to convey was clear or not.

DEBRIEFING

Facilitators should ask participants:
- How do you feel about the song you created?
- Are you satisfied and proud of it or not?
- How challenging was it for you to write lyrics or record a part of the song? How did you feel?
- What would you have done differently now when you heard the song and yourself through the speakers?
- What new knowledge did you gain, and will you use it in future?
- How was your overall experience for this set of workshops?
- Did you have a good time?

TIPS FOR FACILITATORS

Facilitators of creative workshops on music should have knowledge and experience in using music. Participants should be encouraged to fully participate no matter if they are experienced in music or not. If part of them can, for example sing or compose, while part cannot, the part that is not experienced should be encouraged to contribute with ideas, lyrics, singing / rapping, support for the song arrangement and similar. Point is that no one should be excluded. If this method is used for example in international trainings, facilitators can encourage participants to write in their native language. In this way even more effective songs can be produced, having multiple languages present.

Examples of creative tools developed through **Concept Music Workshops**

CHAPTER 5

IMPLEMENTATION EXAMPLE

Training course – *Example 1*

1st Day	
00:00	Participants' arrival
2nd Day	
10:00-13:00	Introduction to the training course and participants / Expectations and fears / Rules Team building / Ice breaking games
13:00 – 15:00	Lunch break
15:00 – 18:00	Team building / Ice breaking games Debriefing Evaluation of the day
3rd Day	
10:00-13:00	Reflection of the previous day Thematic workshop – Labels Thematic workshop – Bitter reality
13:00 – 15:00	Lunch break
15:00 – 18:00	Thematic workshop – Instagram vs. Reality Thematic workshop – Who will not sit next to you? Debriefing Evaluation of the day
4th Day	
10:00-13:00	Reflection of the previous day Thematic workshop – Peer pressure Thematic workshop – Safe lifestyles
13:00 – 15:00	Lunch break
15:00 – 18:00	Thematic workshop – Stress relief through visualization Introduction to creative methods – Concept video, Concept photography and Music Debriefing Evaluation of the day
5th Day	
10:00-13:00	Reflection of the previous day Creative methods: Concept Video Production 1 Creative methods: Concept Photography 1 Creative methods: Concept Music 1
13:00 – 15:00	Lunch break

15:00 – 18:00	Creative methods: Concept Video Production 2 Creative methods: Concept Photography 2 Creative methods: Concept Music 2 Debriefing Evaluation of the day
6th Day	
10:00-13:00	Reflection of the previous day Creative methods: Concept Video Production 3 Creative methods: Concept Photography 3 Creative methods: Concept Music 3
13:00 – 15:00	Lunch break
15:00 – 18:00	Creative methods: Concept Video Production 4 Creative methods: Concept Photography 4 Creative methods: Concept Music 4 Debriefing Evaluation of the day
7th Day	
10:00-14:00	Reflection of the previous day Presentation of creative products Planning of the local activities Messages Final evaluation
8th Day	
00:00	Departure of participants

Training course – *Example 2*

1st Day	
00:00	Participants' arrival
2nd Day	
10:00-13:00	Introduction to the training course and participants / Expectations and fears / Rules Team building / Ice breaking games
13:00 – 15:00	Lunch break
15:00 – 18:00	Team building / Ice breaking games Debriefing Evaluation of the day
3rd Day	
10:00-13:00	Reflection of the previous day Thematic workshop – Labels Thematic workshop – Bitter reality
13:00 – 15:00	Lunch break
15:00 – 18:00	Thematic workshop – Anti-bullying actions Thematic workshop – Situation analyses Debriefing Evaluation of the day
4th Day	
10:00-13:00	Reflection of the previous day Thematic workshop – How did the pandemic changed our lives? Thematic workshop – Instagram vs. Reality
13:00 – 15:00	Lunch break
15:00 – 18:00	Thematic workshop – Challenge the challengers Introduction to creative methods – Concept video, Concept photography and Music Debriefing Evaluation of the day
5th Day	
10:00-13:00	Reflection of the previous day Creative methods: Concept Video Production 1 Creative methods: Concept Photography 1 Creative methods: Concept Music 1
13:00 – 15:00	Lunch break

15:00 – 18:00	Creative methods: Concept Video Production 2 Creative methods: Concept Photography 2 Creative methods: Concept Music 2 Debriefing Evaluation of the day
6th Day	
10:00-13:00	Reflection of the previous day Creative methods: Concept Video Production 3 Creative methods: Concept Photography 3 Creative methods: Concept Music 3
13:00 – 15:00	Lunch break
15:00 – 18:00	Creative methods: Concept Video Production 4 Creative methods: Concept Photography 4 Creative methods: Concept Music 4 Debriefing
7th Day	
10:00-14:00	Reflection of the previous day Presentation of creative products Planning of the local activities Messages Final evaluation
8th Day	
00:00	Departure of participants

CHAPTER 6

ERASMUS+ PROGRAMME

ERASMUS +

Erasmus+ is the EU Programme in the fields of education, training, youth and sport. Education, training, youth and sport are key areas that support citizens in their personal and professional development. High quality, inclusive education and training, as well as informal and non-formal learning, ultimately equip young people and participants of all ages with the qualifications and skills needed for their meaningful participation in democratic society, intercultural understanding and successful transition in the labour market. Building on the success of the programme in the period 2014-2020, Erasmus+ strengthens its efforts to increase the opportunities offered to more participants and to a wider range of organisations, focusing on its qualitative impact and contributing to more inclusive and cohesive, greener and digitally fit societies.

GENERAL OBJECTIVE

The general objective of the Programme is to support, through lifelong learning, the educational, professional and personal development of people in education, training, youth and sport, in Europe and beyond, thereby contributing to sustainable growth, quality jobs and social cohesion, to driving innovation, and to strengthening European identity and active citizenship. As such, the Programme shall be a key instrument for building a European Education Area, supporting the implementation of the European strategic cooperation in the field of education and training, with its underlying sectoral agendas, advancing youth policy cooperation under the Union Youth Strategy 2019-2027 and developing the European dimension in sport.

SPECIFIC OBJECTIVE

The Programme has the following specific objectives:

- Promote learning mobility of individuals and groups, as well as cooperation, quality, inclusion and equity, excellence, creativity and innovation at the level of organisations and policies in the field of education and training;
- Promote non-formal and informal learning mobility and active participation among young people, as well as cooperation, quality, inclusion, creativity and innovation at the level of organisations and policies in the field of youth;
- Promote learning mobility of sport staff, as well as cooperation, quality, inclusion, creativity and innovation at the level of sport organisations and sport policies.

WHO IMPLEMENTS ERASMUS + PROGRAMME?

THE EUROPEAN COMMISSION

The European Commission is ultimately responsible for the running of the Erasmus+ Programme. It manages the budget and sets priorities, targets and criteria for the Programme on an on-going basis. Furthermore, it guides and monitors the general implementation, follow-up and evaluation of the Programme at European level. The European Commission also bears the overall responsibility for the supervision and coordination of the structures in charge of implementing the Programme at national level. At European level, the European Commission's European Education and Culture Executive Agency (EACEA) is responsible for the implementation of a number of actions of the Erasmus+ Programme.
More information about Erasmus + Program at https://www.eacea.ec.europa.eu/index_en

THE NATIONAL AGENCIES

The implementation of the Erasmus+ Programme is mainly implemented as Indirect Management, meaning that the European Commission entrusts budget implementation tasks to National Agencies; the rationale of this approach is to bring Erasmus+ as close as possible to its beneficiaries and to adapt to the diversity of national education, training and youth systems. National Agencies promote and implement the Programme at national level and act as the link between the European Commission and participating organisations at local, regional and national level. It is their task to:

- Provide appropriate information on the Erasmus+ Programme;
- Administer a fair and transparent selection process for project applications to be funded in their country;
- Monitor and evaluate the implementation of the Programme in their country;
- Provide support to project applicants and participating organisations throughout the project life-cycle;
- Collaborate effectively with the network of all National Agencies and the European Commission;
- Ensure the visibility of the Programme;
- Promote the dissemination and exploitation of the results of the Programme at local and national level.

More information about **Erasmus + Program** at https://www.eacea.ec.europa.eu/index_en

Taking into account opportunities that Erasmus + provides for young people, youth workers, youth organizations, educational institutions and similar, the manual "Safebook" can be used as non-formal education tools in many cases. Examples of this can be Mobility Projects for Young People – Youth Exchanges or Mobility Projects for Youth Workers.

MOBILITY PROJECTS FOR YOUNG PEOPLE - "YOUTH EXCHANGES"

Under this Action, organisations and informal groups of young people can receive support to carry out projects bringing together young people from different countries to exchange and learn outside their formal educational system.

OBJECTIVES OF THE ACTION

Erasmus+ supports non-formal learning mobility of young people in the form of Youth Exchanges, with the objective to engage and empower young people to become active citizens, connect them to the European project as well as to help them acquire and develop competences for life and their professional future.

More specifically, Youth Exchanges aim to:
- foster intercultural dialogue and learning and feeling of being European;
- develop skills and attitudes of young people;
- strengthen European values and breaking down prejudices and stereotypes;
- raise awareness about socially relevant topics and thus stimulate engagement in society and active participation.

The Action is open to all young people, with a special focus on those with fewer opportunities.

DESCRIPTION OF THE ACTIVITIES

Youth Exchanges are meetings of groups of young people from at least two different countries who gather for a short period to implement jointly a non-formal learning programme (a mix of workshops, exercises, debates, role-plays, simulations, outdoor activities, etc.) on a topic of their interest, seeking inspiration from the European Youth Goal. The learning period comprises preparation phase before as well as evaluation and follow-up after the exchange.
The following activities are not eligible for grants under Youth Exchanges: academic study trips; exchange activities that aim to make financial profit; exchange activities that can be considered as tourism; festivals; holiday travel; performance tours, statutory meetings, training courses by adults for young people.

SETTING UP A PROJECT

A project is implemented by at least two organisations. Organisations involved in a project

should benefit from their participation; the project should therefore be in line with their objectives and fit their needs. Organisations involved assume the roles of "sending" participants and/or "receiving" i.e. hosting the activity. One of the organisations takes also the role of coordinator and applies for the whole project on behalf of the partnership.

A project consists of four stages: planning, preparation, implementation and follow-up. Participating organisations and young people involved in the activities should take an active role in all those stages enhancing thus their learning experience.

- Planning (define the needs, objectives, learning outcomes, activity formats, development of work programme, schedule of activities etc.)
- Preparation (practical arrangements, set up of agreements with partners, linguistic/ intercultural/learning- and task-related preparation of participants before departure etc.);
- Implementation of activities;
- Follow-up (evaluation of the activities, identification and documentation of the learning outcomes of participants, as well as dissemination and use of the project's outcomes).

A quality Youth Exchange:

- relies on the active involvement of young people and participating organisations, who should take an active role in all the stages of the project, enhancing in this way their learning and development experience;
- involves diverse groups of participants and builds on this diversity;
- is based on clearly identified needs of the young participants;
- ensures that the non-formal and informal learning outcomes of the participants are properly identified and documented;
- encourages the participants to reflect on European topics and values.

MOBILITY PROJECTS FOR YOUTH WORKERS

Under this Action, organisations can receive support to carry out projects comprising of one or more learning activities for the professional development of youth workers and their organisation.

OBJECTIVES OF THE ACTION

This Action supports the professional development of youth workers and thereby the development of quality youth work at local, regional, national, European and international level, through non-formal and informal learning experiences in mobility activities. The Action contributes to the objectives of the EU Youth Strategy 2019-2027, particularly to the European Youth Work Agenda82 for quality, innovation and recognition of youth work.

More specifically, Mobility projects for youth workers aim to:

• Provide non-formal and informal learning opportunities for educational and professional development of youth workers, contributing to high quality individual practice as well as to the evolution of youth work organisations and systems;
• Build a community of youth workers that can support the quality of projects and activities for young people in EU programmes and beyond.
• Develop local youth work practices and contribute to capacity building for quality youth work of the participants and their organisation, having a clear impact on the participating youth workers' regular work with young people.

DESCRIPTION OF THE ACTIVITIES

PROFESSIONAL DEVELOPMENT ACTIVITIES (PDA'S)

Professional development activities are transnational learning mobility activities supporting the professional development of youth workers. They can take the form of:

• Study visits and different types of assignments, such as job shadowing, youth worker exchanges and peer learning, in youth work organisations and organisations active in the youth field abroad.
• Networking and community building among youth workers taking part in the action and supporting its objectives.
• Training courses supporting the development of competences (e.g. based on relevant existing competence models), to implement quality youth work practices or address and test innovative methods (for instance related to digital and smart youth work).
• Seminars and workshops supporting in particular knowledge-building and best practices sharing linked to the objectives, values and priorities of the EU Youth Strategy and of the EU programmes contributing to its implementation.

The following activities are not eligible for grants under Mobility projects for Youth Workers: academic study trips; activities that aim to make financial profit; activities that can be considered as tourism; festivals; holiday travel; performance tours, statutory meetings. Additionally projects could also comprise of the below activities.

SYSTEM DEVELOPMENT AND OUTREACH ACTIVITIES

Mobility projects for Youth Workers may include system development and outreach activities, which are complementary activities aiming at enhancing the impact of the mobility project on the field. They include all those activities contributing to the European Youth Work Agenda for quality, innovation and recognition of youth work and bringing back lessons learnt and tools to the organizations involved in the projects and beyond. These complementary activities represent an opportunity for more experienced and resourceful beneficiaries to test innovative methods and responses to shared challenges, a sort of "European youth work lab" space stemming from the professional development activities implemented within the projects and

having a resonance beyond them.

Production of tools and sharing of practices contributing to the development and evolution of youth workers organisations and systems, outreach and community building activities and the introduction to innovative methods including the use of digital technologies through youth work are some examples. These activities go beyond the follow-up dissemination activities, which are part of the normal project Life-cycle, however more targeted and strategic dissemination activities can also fit under these complementary activities.
A System development and outreach activity can be carried out at transnational or national level.

SETTING UP A PROJECT

A project supported by this action must include one or more PDAs. Activities may be combined in a flexible manner, depending on the objectives of the project and the needs of the participating organisation(s) and participating youth workers.
A project is implemented by at least two organisations. All organisations involved need to be identified at application stage as a solid partnership is fundamental condition for high quality project delivery. Organisations involved assume the roles of "sending" participants and/or "receiving" i.e. hosting the activity. One of the organisations takes also the role of coordinator and applies for the whole project on behalf of the partnership.

A project consists of four stages: planning, preparation, implementation and follow-up.
• Planning (define the needs, objectives, learning outcomes, activity formats, development of work programme, schedule of activities, etc.)
• Preparation (practical arrangements, selection of participants, set up of agreements with partners, linguistic/intercultural/learning- and task-related preparation of participants before departure etc.);
• Implementation of activities;
• Follow-up (evaluation of the activities, identification and documentation of the learning outcomes of participants, as well as dissemination and exploitation of the project's outcomes).

A QUALITY MOBILITY PROJECT FOR YOUTH WORKERS:

• has a clear impact on the participating youth workers' regular work with young people and on their organization;
• relies on the active involvement of participating organisations and youth workers, who should take an active role in all the stages of the project, enhancing in this way their learning and development experience; is based on clearly identified youth worker educational and professional development86 needs notably around quality, innovation and recognition, and accompanied by appropriate selection, preparation and follow-up measures;
• ensures that the non-formal and informal learning outcomes of the participants are properly recognised and that the project outcomes, including any methods, materials and tools, are

transferable and used within the participating organisations, contributing to the evolution of youth work organisations, and further widely disseminated in the youth field;

• encourages the participants to reflect on European topics and values and provides youth workers with tools and methods to promote the respect and manage diversity in their daily work.

• promotes the usage of innovative practices and methods such as inclusion of digital youth work activities with a view to be an instrument for prevention of any forms of online disinformation and fake news.

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