



SAFEBOOK

A manual on youth safety



Co-funded by the
Erasmus+ Programme
of the European Union



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A MANUAL ON YOUTH SAFETY

WRITTEN AND EDITED BY

KOM 018 - CLUB FOR YOUTH EMPOWERMENT 018

IN PARTNERSHIP WITH

BEYOND BORDERS ETS

COUNCIL FOR PREVENTION OF JUVENILE DELINQUENCY

UDRUGA IMPRESS

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TABLE OF CONTENTS

Chapter 1: Introduction	4
Chapter 2: Situation Analysis	7
Serbia	7
Italy	17
North Macedonia	23
Croatia	27
Chapter 3: Thematic Workshops	
3.1: Peer Violence	37
3.2: Cyberbullying	53
3.3: Discrimination	65
3.4: Psychoactive substances	102
3.5: Mental Health	120
Chapter 4: Creative Workshops	
4.1: Concept Photography	136
4.2: Concept Video Production	148
4.3: Concept Music Production	160
Chapter 5: Implementation Example	172
Chapter 5: Erasmus+ Programme	177

CHAPTER 1

INTRODUCTION

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ABOUT THE PROJECT

Project “Safebook” is focused on advancement of youth safety in Serbia, Italy, Croatia and North Macedonia through empowerment of youth workers and educators. Project aims to develop new methods of youth work in the field of youth safety, to equip youth workers and educators with a set of new educational tools in the field of youth safety and to raise the awareness about safety issues in local communities in 4 countries. Main Intellectual Output is “Safebook” Manual; document 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. Project “Safebook” is implemented in the partnership between Club for Youth Empowerment 018 (KOM 018) from Nis-Serbia, Association Beyond Borders from Corato- Italy, Council for Prevention of Juvenile Delinquency (SPPMD) from Kavadarci – North Macedonia and Udruga Impress from Daruvar – Croatia. Period of implementation: 01.03. – 30.11.2021. Project is co-financed by Erasmus + Programme, EU through Strategic Partnership in the field of Youth KA205.

GENERAL OBJECTIVE

To contribute to the development of a safety culture of young people.

SPECIFIC OBJECTIVES

- To develop new methods of youth work in the field of youth safety.
- To equip youth workers and educators with set of new educational tools in the field of youth safety.
- To raise the awareness about safety issues in local communities in 4 countries.

PLANNED ACTIVITIES

1. Project Management and Implementation
2. Transnational Project Meetings
3. Intellectual outputs
4. Multiplier events and dissemination

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

MENTAL HEALTH OF YOUNG PEOPLE DURING COVID-19 PANDEMIC

In the Republic of Serbia the first case of COVID-19 was registered on March 6th 2020 and the epidemic is still ongoing. At the moment, the epidemiological situation is stable with a tendency to decrease the incidence of the disease in all parts of the country. But consequences of this pandemic are already visible and real magnitude of the negative impacts will be perceived in the times to come. For sure mental health of people was and will be in biggest jeopardy.

Mental health¹ is a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to his or her community. But mental health can be affected by many personal or external influences especially in high-stress situations like the pandemic of COVID-19. Young people were especially exposed to numerous stresses in addition to the dominant share of fear, there is an increased prevalence of anxiety, depression and then more frequent abuse of alcohol and other psychoactive substances. Some research indicates a particularly increased presence of self-harm and suicidal behavior. All of this was caused by numerous outside factors such as unhealthy and inadequate living conditions (poverty, refugees, poor housing conditions), stressful events or traumatic experiences (illness or death in the family, emotional breakdown, violence), substance abuse, etc.

Based on the big research on the position of young people during the pandemic in Serbia which was conducted by National Youth Council of Serbia mental health of young people was evaluated as significantly endangered². The average value of the responses for the question “How much the young people felt threatened during the emergency” on a scale from 1 – Not at all endangered to 5 – Very endangered the average value of the response was 2.90. The results of the research shown that young people felt significantly more endangered during the state of emergency than during the research period (August-October). It is also noticeable that young people from big cities felt more vulnerable than others. Concern for family and

1 <https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response>

2 <https://koms.rs/wp-content/uploads/2020/12/Zivot-mladih-u-Srbiji-uticaj-kovid-19-pandemije.pdf>

friends was a feeling that occurred among 57.5% of young people, uncertainty among 51.5% of young people, concern for the future among 45.7% of young people, anxiety among 43.1%. Almost half of the young people only occasionally felt optimistic about the future (49.5%). Cumulatively, just over half of young people said they felt that they were losing their mind - 23.2% of them occasionally, 18.9% often, and all the time 8.7%. Research find that mental health did not deteriorate at all (5 on a scale of 1 to 5) during a state of emergency among 26.8% young people, while 15.8% gave a grade of 4, and 24.5% grade of 3, but 18.6% gave the answer 2 and 14.3% gave the grade 1 (very deteriorating mental health).

SUPPORT MEASURES

Ministarstvo zdravlja Republike Srbije / Ministry of Health of Republic of Serbia

The telephone number for psychosocial assistance to citizens is: 0800 309 309

as well as special telephones of the Institute of Mental Health:

063 7298260 (for young people and parents of children up to 18 years)

063 1751150 (for persons over 18 years of age)

Centar za zaštitu mentalnog zdravlja, Univerzitetski Klinički Centar Niš – Niš, Srbija /

Center for Mental Health Protection, University Clinical Centre Nis, Nis - Serbia

Department for children and youth

Phone: 018 / 423-87-06

E-mail: kzzmz.kcnis@gmail.com

Address: Bulevar Zorana Djindjica 48, 18000 Nis

Savetovalište za mlade, Dom Zdravlja Nis / Youth Counselling Service, Medical Center Nis

Working hours: 07.00 – 14.00

Phone: 018/503697

Email: mladi@domzdravljanis.co.rs

Address: Ul. Vojvode Tankosića 15, 18000 Niš

Many psychologists and psychological centers offer free counseling, some of them are:

Pričajmo o tome

http://www.pricajmootome.rs/?fbclid=IwAR385pQ7wBCaj7jL_8tbYb8h8VNeZHuyk7j1p2b-F4u-xONjAf-qP2-PCqiQ

Psychological counseling “Let’s talk about it” is free online counseling for students who are from the Republic of Serbia. Free counseling services are provided by a large number of counselors (psychologists, psychiatrists, social workers, special educators) of various psychotherapeutic directions. Psychological counseling is provided to students in 3 ways, where each student can choose the way that suits him/her the best.

Psihoteka

<https://www.psihoteka.me/#/home>

A virtual collection of exercises in three psychotherapeutic directions: Gestalt, Transactional Analysis, and Cognitive-behavioral therapy.

PEER VIOLENCE

A child who commits violence can be an aggressive child, who has problems with parents and teachers, with bad grades in school, who wants to draw attention to himself. A child who commits violence usually attacks someone weaker than himself and thus demonstrates to his environment how powerful and brave they are - it is basically a desire for acceptance. This, however, does not have to be the rule and is not the only reason. Children often want to draw the attention of their parents with their problematic behavior, and maybe even tell them that they have a problem. A child who commits violence often comes from a dysfunctional family. It does not matter what the educational and material status of the parents are, it is important how much attention they pay to their child and how much they know him. In addition, the fact that the level of mental and physical punishment in the upbringing of children in Serbia is still high is not negligible. Violence in one sphere makes it difficult to resist violence in another sphere, whether it is committing or suffering the violence. Finally, the perpetrator of violence is a child punished for the crime, but society often forgets that the perpetrator is a CHILD, and the most common reaction of adults is punishment and rejection, and there is no support to help them learn different patterns of behavior that lead to nonviolent conflict resolution. A child who suffers violence is generally quiet and withdrawn or in some way different from his/her peers. A child who suffers violence is afraid to report this problem because he/she feels intimidated. There is a possibility that they do not want to tell anyone what is happening to them, because they think that it is their fault, that something caused someone to behave like that, that the bully has the right to behave like that because he is in any way superior or that reporting another person is “snitching”, which is socially unacceptable in their peer group. It is true that it has nothing to do with the victim and that it is a matter of wrong attitudes and irrational beliefs. Adults, authorities, as a rule, tell children that if they suffer violence, they should always turn to someone they trust, but children do not trust adults. Research, as well as different practices, shows that children do not receive adequate help and support and protection from teachers, coaches, parents, etc. Once they are faced with the problem of violence they do not turn to adults for help. They prefer to turn to their peer friends, but, unfortunately, they do not know how to help them. Thus, exposure to violence is prolonged. The longer the exposure to violence, the more likely it is that other problems will develop as a result of the violence. People who suffer violence for a long time can become depressed, lonely, withdrawn, worried and lose their self-confidence. Situational analysis of children and adolescents in Serbia which was developed by UNICEF in Serbia in December of 2019 gave devastating results.³

3 <https://www.unicef.org/serbia/publikacije/situaciona-analiza-dece-i-adolescenata-u-srbiji>

Table 5. Number of families in which children were victims of violence according to the records of the social protection system, 2013-2017. (Source: Republic Institute for Social Protection, 2017⁴)

Year	Number
2013	3.637
2014	4.938
2015	6.520
2016	7.036
2017	8.297

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).

SUPPORT MEASURE

SOS line at the Ministry of education, science and technological development

0800200201 - Due to the situation regarding the Covid-19 virus, the Ministry of Education, Science, and Technological Development repurposed the SOS line, which in the regular conditions had the function of reporting violence in schools and supporting students and is now in the function of supporting prevention and stress reduction in a state of emergency resulting from an epidemiological crisis.

4 <http://www.zavodsz.gov.rs/media/1420/deca-u-sistemu-socijalne-zastite-u-2017-lat.pdf>

CYBERBULLING

When it comes to the Internet and digital technologies, children and young people, so-called digital natives, have nothing to learn from adults.⁵ This is the opinion of 63% of students from Serbia, aged 12 to 18, they think their parents are less skilled at using computers and internet. While 37% of young people think that their parents, even those who are not digitally skilled, have something to do teach their children when it comes to digital communication because all the rules that apply in face-to-face communication also apply to digital communication. The different research shown that 95% of cyberbullying is peer violence; 66% of high school students experienced digital violence; 30% of high school students have heard or seen their peers suffer digital violence; 84% of high school students put themselves at risk on internet (communication with strangers, acceptance requests for friendship from strangers, giving personal data to unknown persons, they agreed to meet with people they met over the internet / social network, etc.). Cyberbullying among young people occurs when young person:

- Sends harassing messages by mobile phone, e-mail or on the chat.
- Steals or changes the email password or nickname to the chat.
- Post private information or untruths on a chat, blog, or the Internet page
- Sends annoying images via email or MMS to mobile phone.
- Sets online surveys about the victim.
- Sends viruses to e-mail or mobile phone.
- Sends pornography or spam to email or mobile phone.
- He falsely presents himself as another person or as a child.

The main problem regarding the systematic support is that the institutions do not address cyberbullying as much as they should, and young people are not familiar enough with support measures for this problem.

The Digital Guide 'Children and the Internet⁶ – Smart from the Beginning' is the first digital guide in the Serbian language, intended primarily for parents/legal guardians, educators and teachers of children aged 4–8, but also for children themselves as well as all those involved in the upbringing and education of the youngest population who want to be informed about how they can contribute to the safe and constructive use of digital devices and the Internet by preschool and lower primary school children.

SUPPORT MEASURES

Odeljenje za borbu protiv visokotehnološkog kriminala MUP RS

E-mail: childprotection@mup.gov.rs

Phone: +381 11 306 2000

Nacionalni kontakt - centar za bezbednost dece na internetu / National Contact Center for

5 http://www.iksi.ac.rs/rkk_arhiva/rkk_2_2019/rkk_2_2019_dusan_stankovic.pdf

6 <https://digitalni-vodic.ucpd.rs/>

Child Safety on the Internet

Website: <http://www.pametnoibezbedno.gov.rs>

Phone: 19833

The National Contact Center for Child Safety on the Internet, at the Ministry of Trade, Tourism and Telecommunications, was established on February 27, 2017, based on the Decree on Child Safety and Protection when using information and communication technologies.

The center is the first, and so far, the only, institutional mechanism in the region that deals with prevention and response to the endangerment of children in the digital environment, providing citizens with the opportunity to call number 19833 for free help or to find help through the online platform Pametno i bezbedno. To adequately respond to such reports, the Center cooperates with the Prosecutor's Office for High-Tech Crime, the Ministry of the Interior, the Ministry of Education, the Centers for Social Work, and health centers. The centre also provides advice to citizens on the proper use of the Internet, safe posting of content and opportunities for online protection, as well as prepared brochures in this area in the Digital Library.

Fondacija Tijana Jurić / Foundation Tijana Jurić

Phone: +381 63 7422138, 024/552-423

E-mail: fondacija@tijana.rs

ABUSE OF PSYCHOACTIVE SUBSTANCES AND ALCOHOL

Every year, about 210 million people in the world use drugs, and out of this number, about 200,000 people die every year as a result of drug use.⁷³ Consumption of psychoactive substances is not only a health threat but also a significant socio-economic burden worldwide. Primary prevention, i.e., prevention of addiction, is the most important. To achieve this, it is necessary to control the use and abuse of all psychoactive substances (coffee / caffeine, tobacco / nicotine, alcohol, drugs), and therefore we need comprehensive, multi-sectoral prevention programs and systematic work with children and youth during preschool, primary and secondary schools that will connect parents, educators, and health workers with the same goal, with the participation of the general public and the media.

In the field of drug abuse prevention, the Ministry of Health, the Ministry of Interior, the Ministry of Youth and Sports, the Ministry of Education, the Institute of Public Health of

7 <https://www.refworld.org/pdfid/4e809b422.pdf>

https://www.unodc.org/wdr2017/field/Booklet_2_HEALTH.pdf

Serbia “Dr Milan Jovanovic Batut” (with a network of 23 institutes), the Serbian Red Cross, institutions for the treatment of addiction, local self-government units, international organizations, associations, etc. all participate in actions for prevention. However, activities carried out in the school environment, within the family and the community, are most often in the domain of universal prevention. Selective and indicated preventive interventions, focused on specific risk groups and individuals, are rarely implemented.

According to the results of the National Survey on Lifestyles of the Population of the Republic of Serbia in 2014⁸ - use of psychoactive substances and gambling, the use of illegal drugs, at least once in a lifetime, was recorded in 8.0% of the total population aged 18 to 64 (10.8% of men and 5.2% of women), with a higher representation (12.8%) in the younger adult population aged 18 to 34 years. The most used illegal drug among the adult population is cannabis (marijuana and hashish), the use of which, at least once in a lifetime, has been reported in 7.7% of respondents aged 18 to 64 (10.4% of men and 4.9% of women). The use of other illegal drugs is very rare, 1.6% of respondents (2.5% of the population aged 18–34) used other illegal drugs. Drugs from the group of sedatives and hypnotics were used by 22.4% of respondents in the previous year (13.9% of men and 30.9% of women).

Republic of Serbia has several strategic documents and policies for prevention and suppression of abuse of PSA and those documents are developed in accordance with EU policies, but their implementation is inconsistent and needs more attention from institutions in charged for these questions.

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 night out party 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 Commission⁹, 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 “Batut”¹⁰, 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.

SUPPORT MEASURES

Biram oporavak / I choose recovery – Phone: 0800 104 100

8 <https://batut.org.rs/download/publikacije/20140626IstrazivanjeStiloviZivotaS.pdf>

9 <https://ec.europa.eu/eurostat/web/products-eurostat-news/-/edn-20210806-1>

10 <https://www.batut.org.rs/download/izdvajamo/EvropskoSkolskoIstrazianje2019.pdf>

E-mail: Info@izlazak.org

The “I choose recovery” project is a follow-up project of 3 Balkans project that started in 2015 in response to the current situation in the field of drug abuse in Serbia, Montenegro, and Bosnia and Herzegovina. Partner organizations Izlazak from Belgrade, Preporod from Podgorica, and Proslavi Oporavak from Sarajevo decided to implement this project because they noticed a lack of support in treatment systems not only for the marginalized group of addicts and recovering addicts but also for children and all those affected by abuse of drugs in the community. The implementation was supported by the partner World Federation Against Drugs (WFAD) and with the financial support of the Swedish Forum Syd.

Institut za mentalno zdravlje, Beograd, Srbija / Institute for mental health, Belgrade, Serbia

Phone: (+381) 11 3307 500

E-mail: info@imh.org.rs,

Web site: <http://www.imh.org.rs/pagelt.php?id=25>

Address: Milana Kašanina 3, 11000 Beograd, Srbija

Institute for mental health deals with the diagnosis, treatment, and prevention of the following disorders: alcohol addiction, pill addiction, PAS addiction (except opiates), video and addiction to computer using and pathological gambling. The methodological doctrine is based on the fact that mental disorders are bio-psycho-social so that the approach to treatment is integrative, individualized, and person-oriented and not a diagnostic category. Within the Clinic, systematic therapy of addiction is applied, which implies some kind of obligatory inclusion of the family and social environment (work environment, school, center for social work, judicial authorities). The clinic has 2 family clubs in which patients and their families continue the process of rehabilitation and social reintegration after the intensive phase (“Klub Palmotićeva” and “Klub Paunova”). A higher level of service provision (family therapy, individual, group therapy, psychotherapy, pharmacotherapy, occupational therapy) is provided within the following organizational units:

• **Institut za mentalno zdravlje, kliničko odeljenje za bolesti zavisnosti, Beograd, Srbija / Institute for Mental Health, Clinical Department of Addiction Diseases, Belgrade, Serbia**

Phone: (+381) 11 3307 516

E-mail: odeljenje.za.bolesti.zavisnost@imh.org.rs

• **Dnevna bolnica za bolesti zavisnosti “Prim. dr Zoran Stanković”, Beograd, Srbija / Day hospital for addiction “Prim. dr Zoran Stanković”, Belgrade, Serbia**

Phone: +381 11 3307 613

E-mail: dba.palmoticeva@imh.org.rs

• **Dnevna bolnica za bolesti zavisnosti “Prim. dr Branko Gačić”, Beograd, Srbija / Day hospital for addiction “Prim. dr Branko Gačić”, Belgrade, Serbia**

Phone: +381 11 2666 166

E-mail: paunova2@imh.org.rs

• **Dnevna bolnica za bolesti zavisnosti u adolescenciji, Beograd, Srbija / Day hospital for**

addiction diseases in adolescence, Belgrade, Serbia

Phone: +381 11 2664 555

E-mail: paunova2@imh.org.rs

**Specijalna bolnica za psihijatrijske bolesti "Gornja Toponica", Niš, Srbija
/ Special Hospital for Psychiatric Diseases "Gornja Toponica", Nis, Serbia**

Phone: 018/4231-134; 018/4539-666; 018/4539-444

Address: Stevana Sindelića 39, 18202 Gornja Toponica

**Centar za zaštitu mentalnog zdravlja, Univerzitetski Klinički Centar Niš – Niš, Srbija /
Center for Mental Health Protection, University Clinical Centre Nis, Nis - Serbia**

Department for children and youth

Phone: 018 / 423-87-06

E-mail: kzzmz.kcnis@gmail.com

Address: Bulevar Zorana Djindjica 48, 18000 Nis

Savetovalište za mlade, Dom Zdravlja Nis / Youth Counselling Service, Medical Center Nis

Working hours: 07.00 – 14.00

Phone: 018/503697

Email: mladi@domzdravljanis.co.rs

Address: Ul. Vojvode Tankosića 15, 18000 Niš

DISCRIMINATION AMONG YOUNG PEOPLE

National Strategy for Young people defines following vulnerable groups as ones at biggest risk of discrimination:

1. Young people at risk of poverty,
2. Young Roma,
3. Youth with disabilities,
4. Young people living in exile and displacement,
5. Young returnees in the readmission process,
6. Sensitive groups of young people with regard to gender,
7. Young parents,
8. Young people without parental care,
9. Young streets.

Children are most often discriminated against in the field of education. Roma children and children with disabilities are most often discriminated against in preschool institutions and schools, and discrimination most often occurred because educational institutions have not taken timely and adequate preventive measures, and there was no adequate reaction of responsible persons in situations when it is up to discrimination has already occurred. In addition to this problem, which is common to both groups of children, there are also completely different problems they face. For example, Roma children nationalities are far more often victims of

discriminatory peer treatment, in relation to other children.¹¹

Research¹² shows that in Serbia there is discrimination against people with disabilities, direct and indirect, widespread phenomenon in all areas of society. Data shows that young people with disabilities are discriminated daily especially in the fields of education, work and employment, community life, equality by law, access to services and information. Persons with disabilities and their families often suffer stigmatization and segregation due to deep-rootedness and widespread prejudice and lack of information. With all this in mind, it is not the surprising fact that children with disabilities are quite common a victim of discrimination.

One of the main problems and obstacles in combat against discrimination against young people is the fact that these discriminatory behaviors are solely recognized as peer violence while the fact remains that discrimination is different problem, and it needs to be addressed properly as such.

SUPPORT MEASURES

Poverenik za zaštitu ravnopravnosti / Commissioner for protection of equality

Phone: 011 243 80 20; 011 243 64 64

Email: poverenik@ravnopravnost.gov.rs

Address: Bulevar kralja Aleksandra 84, 11000 Belgrade

11 <https://koms.rs/wp-content/uploads/2020/09/Alternativni-izves%CC%8Ctaj-o-poloz%CC%8Caju-i-potrebama-mladih-u-RS-2020.pdf>

12 <https://www.unicef.org/serbia/media/2631/file/SitAn%20polo%C5%BEaj%20dece%20sa%20smetnja-ma%20u%20razvoju%20i%20invaliditetom%20u%20Srbiji.pdf>

ITALY

MENTAL HEALTH OF YOUNG PEOPLE DURING COVID-19 PANDEMIC

The psychological impact of the COVID-19 outbreak and related lockdown measures among the young Italian population are unknown but certain researches and papers on this topic were published.¹³ The COVID-19 pandemic is a global health emergency that could potentially have a serious impact on public health, including mental health. Italy has been the first European country that had to face the pandemic. On March 9th 2020, lockdown measures were enforced by the government on entire national territory. Lockdown measures included travel restrictions, the mandatory closure of schools, nonessential commercial activities, and industries. People, especially young people, were asked to stay at home and socially isolate themselves to prevent being infected.

As previously reported, health emergencies such as epidemics can lead to detrimental and long-lasting psychosocial consequences, due to disease related fear and anxiety, large-scale social isolation, and the overabundance of (mis)information on social media and elsewhere. At the individual level, epidemics are associated with a wide range of psychiatric comorbidities including anxiety, panic, depression, and trauma-related disorders. The psychosocial impact of health emergencies seems to be even higher during quarantine measures. Quarantine has been associated with high stress levels, depression, irritability, and insomnia. Furthermore, being quarantined is associated with acute stress and trauma-related disorders, particularly in specific at-risk populations such as health workers.

Monitoring populations' mental health is critical during a pandemic, as generalized fear and fear-induced over-reactive behaviour among the public could impede infection control. Further, the current strict lockdown measures and the home confinement of unknown duration represent an unprecedented stressful event potentially leading to significant long-term health costs. Epidemiological monitoring and targeted intervention should be therefore timely implemented to prevent further mental health problems. Indeed, once the outbreak will be over, its negative socio-economic consequences may have a detrimental effect on the population's mental health, as suggested by our finding of a heightened risk of mental health

13 https://www.frontiersin.org/articles/10.3389/fpsyt.2020.00790/full?&utm_source=Email_to_authors&utm_medium=Email&utm_content=T1_11.5e1_author&utm_campaign=Email_publication&field=&journalName=Frontiers_in_Psychiatry&id=550552#B6
<https://www.dw.com/en/coronavirus-italy-launches-mental-health-service-for-lockdown/a-52960636>
<https://link.springer.com/article/10.1007/s00127-020-01907-8>

issues due to COVID-19 related working difficulties and by earlier studies related to the last economic crisis.

CONCLUSIONS

There are high rates of negative mental health outcomes in the Italian general and young population three to 4 weeks into the COVID-19 pandemic and lockdown measures. COVID-19 related factors were associated with these outcomes independently from previous mental illness or childhood trauma. These findings warrant further monitoring on the Italian population's mental health and could serve to inform structured interventions in order to mitigate the impact on mental health of the outbreak.

SUPPORT MEASURES

The Italian government started a nationwide psychological support program during the past months. Working with regional associations and institutions, psychologist and psychoanalysts are providing free emergency help to anyone who needs it during the lockdown. Patients can speak on the phone by calling this green line number 800.833.833 or get in contact online.

Italian Departments of Mental Health (DMHs), agreed by the management of public local health-care agencies, recommended (and still continue to recommend) closure of second-level outpatient programs (e.g., for eating disorders, early psychosis, autism spectrum disorders, severe learning disorders), suggesting implementing phone calls and video conference-based visits only for emergencies or specific urgent patient requests.

Considering how much COVID-19-induced social isolation and unplanned school closure may affect mental health of children and adolescents (especially for more vulnerable subgroups, as those with pre-existing psychiatric problems or learning difficulties), was this the only and most appropriate intervention that could be put in place for these young individuals.

Source:

<https://link.springer.com/article/10.1007/s00127-020-01907-8>

https://www.frontiersin.org/articles/10.3389/fpsy.2020.00790/full?&utm_source=Email_to_authors_&utm_medium=Email&utm_content=T1_11.5e1_author&utm_campaign=Email_publication&field=&journalName=Frontiers_in_Psychiatry&id=550552

<https://www.nature.com/articles/s41598-020-79850-6>

<https://www.dw.com/en/coronavirus-italy-launches-mental-health-service-for-lockdown/a-52960636>

PEER VIOLENCE

The research¹⁴ highlights that girls and boys are equally exposed to the risk of bullying, but girls are more likely to be victims of psychological forms of the phenomenon and boys run a

14 <https://www.minori.gov.it/it/notizia/violenza-nelle-scuole-rapporto-unicef>

greater risk of physical violence and threats. In Italy, 37% of students between the ages of 13 and 15 reported having been bullied at school at least once in the last two months and / or having been involved in physical fights at least once in the past 12 months. In this same age group, 12% of students have been bullied (at school at least once in the last two months) and 31% have been involved in physical violence (at least once in the last 12 months). Every day, children face numerous dangers, including confrontations, pressure to join gangs, bullying - both in person and online -, violent punishment, sexual harassment, and gun violence.

In the short run this impacts their learning, in the long run it can lead to depression, anxiety and even suicide. Violence is an unforgettable lesson that no child needs to learn. The report highlights that violence with weapons at school, such as knives and guns, continues to result in deaths.

SUPPORT

From December 2012 to June 2020, the Association coordinated the Public Utility Number “1522”, promoted by the Department for Equal Opportunities, which offers a multilingual telephone reception service, active 24 hours a day, 365 days a year, aimed at to the victims of all forms of violence.

Source:

<https://www.minori.gov.it/it/notizia/violenza-nelle-scuole-rapporto-unicef>

CYBERBULLYING

Boys and girls don't feel safe on the web and after cyberbullying, it's Revenge porn that is scarier, especially among girls. In the year of covid-19, young people express all the suffering from the sense of loneliness, 93% of them say they feel alone, with an increase of 10% compared to the previous year. The numbers of what seems to be an experience of daily suffering for too many young people are worrying: 68% of them claim to have witnessed episodes of bullying, or cyberbullying, while 61% are victims. Boys and girls express suffering from episodes of psychological violence suffered by peers (42.23%) and in particular 44.57% of girls report the strong discomfort felt by receiving unwelcome comments of a sexual nature online. On the other hand, 8.02% of girls admit to having committed acts of bullying, or cyberbullying, a percentage that grows up to 14.76% among boys.

It is girls who are most afraid, especially on social media and dating apps, 61.36% of them confirm this. Among the greatest risks, both males and females put cyberbullying first (66.34%), followed by the loss of their privacy (49.32%), followed by Revenge porn (41.63%). The risk of enticement by criminals (39.20%), stalking (36.56%) and online harassment (33.78%). While after cyberbullying, the biggest nightmare for girls is Revenge porn (52.16%) together

with the risk of being harassed online (51.24%), luring by criminals (49.03%) and loss of their privacy (44.73%). In the year of COVID-19, the sense of loneliness increases in a worrying way. The consequences, for Italian teenagers, of COVID-19 and measures of isolation and social distancing are heavy: 93% of adolescents said they felt alone, with an increase of 10% compared to the previous survey. An even more significant increase if we consider that the percentage of those who indicated that they feel loneliness “very often” went from 33% to a dramatic 48%. The data from the Indifesa 2020 Observatory¹⁵ arouse alarm and tell us how the effects of the pandemic and the drastic changes that these have brought in the lives of children are already dramatic today. Social isolation, distance learning and the loss of sociality are causing profound loneliness and demotivation but also anxiety, anger and fear. Loneliness is also leading to an ever-greater retreat in social networks where the risks of bullying, cyberbullying and, for girls, Revenge porn increase.

SUPPORT

Since its inception, almost 26,500 boys and girls from all over Italy have been involved through the ScuolaZoo website and Instagram channel (4 million followers) in what represents, to date, the only permanent observation point on these issues. A fundamental tool for guiding the policies of the Italian institutions and educating community.

Since 2018 Terre des Hommes, together with the Kreative association, has created the Defenseless Network, the first Italian network of WebRadio and young ambassadors against discrimination, stereotypes and gender violence, bullying, cyber-bullying and sexting. The network, founded on the participation and protagonist of boys and girls through active involvement in all phases of the project, stimulated the students to create radio programs aimed at knowledge and reflection on violence, discrimination and gender stereotypes.

The daily work that the editorial offices of the Indifesa network carry out is to be rewarded: delving into the difficult stories of the girls and boys involved in the web-radio activities is a difficult challenge that requires sensitivity and care beyond imagination.”

The “defenceless” campaign of Terre des Hommes was created to guarantee education, health, protection from violence, discrimination and abuse to girls all over the world. With this major awareness campaign, Terre des Hommes has put the promotion of the rights of girls in the world at the center of its intervention, committing itself to defending their right to life, freedom, education, equality and protection. All this starting from field interventions aimed at giving concrete results to break the cycle of poverty and offer better life opportunities to thousands of girls and girls around the world.

Finally the law n. 69/2019 has regulated this case as a crime.

ABUSE OF PSYCHOACTIVE SUBSTANCES

15 <https://www.confinionline.it/detail.aspx?id=73942&l=it>
<https://www.ruetir.com/2021/02/05/bullying-threats-and-the-dissemination-of-personal-images-childrens-fears-on-social-networks/>

According to official data relating to 2020¹⁶, with a significant increase due to pandemic scenarios, we are talking about 880 thousand children/teenagers who declared that they had used illegal substances, equal to 1 in 3 among those who go to school between 15 and 19 years.

But the operators in the field explain that the phenomenon is constantly increasing and the age has lowered more and more, involving those who are actually little more than children and are between 11 and 14 years old.

The public services currently existing have “major shortcomings” and “enormous difficulties” because very few young people go to aid centers spontaneously. Out of 300,000 people who turn to public services for addictions related to drug use, less than 10% are under the age of 25. Therefore the range of adolescents has remained squeezed between children and adults and also subjugated by legal substances: alcohol, opiate analgesics, benzodiazepines and other psychotropic drugs that are taken in a mix. And precisely the so-called polyconsumption is the behavior most at risk for adolescents.

SUPPORT

The only way, the experts suggest, is to act on the territory and build relationships, above all, classic services must be rethought based on these new youth trends, specific structured prevention paths for minors must also be activated with addictions since there are few in Italy.

The Istituto Superiore di Sanità maintains the Green Drug Telephone 800 186070 (of the Smoke, Alcohol and Drugs Observatory, National Center for Addiction and Doping, ISS) active, from Monday to Friday from 10 am to 4 pm.

DISCRIMINATION BETWEEN YOUNGSTERS

More than 3 in 5 students have been victims of discrimination, have been subjected to violence or threats, have been derided and marginalized by their peers or put at the center of negative rumors about them.

This is what emerges from the survey carried out by SottoSopra¹⁷, the Youth Movement for Save the Children with the support of Invalsi ego, which involved over two thousand upper secondary school students throughout Italy.

According to the survey results, 61% of the students interviewed suffered discrimination

16 <https://www.dors.it/page.php?idarticolo=3548>

https://www.ansa.it/canale_lifestyle/notizie/societa_diritti/2020/11/03/aumenta-il-consumo-di-droga-tra-adolescenti-e-giovanissimi-prevenzione-di-fatto-non-esiste_b501a5b5-1029-48e3-9dab-1ad4c117ed5c.html

17 <https://www.google.com/url?q=https://www.minori.gov.it/it/notizia/discriminazioni-scuola-indagine-del-movimento-giovani-save-children&sa=D&source=docs&ust=1634991243303000&usg=AOvVaw1BjBb-3ZU5V-T3vOJSPwemn>

<https://www.savethechildren.it/>

situations created by their peers. Of these, 19% said they were marginalized and excluded from the group, while 17% were victims of bad rumors about their account, 16% mocked and one in 10 suffered theft, threats or beatings. Among those who have been victims of discrimination, 32% chose to turn to their parents, another 32% preferred to tell their friends about it, while 31% did not turn to anyone.

Only one interviewee out of 20 chose to turn to teachers: a fact - it is emphasized in the presentation - that assumes even more weight if we think that the school is configured, according to the survey results, as the main place (45% of cases) where students witness discrimination against their peers of the same age, followed by the context of the street (30%) and social networks (21%).

Over 80% of the students interviewed stated that homosexuality, belonging to the Roma community, obesity or the fact of being of color are the main “labels” for which people risk being discriminated against. These are followed by belonging to the Islamic religion, being poor or disabled.

SUPPORT

Toll-free number against racial discrimination - 800 90 10 10

Wish has the function of accompany the victims of discrimination in the judicial process, if they decide to take legal action to ascertain and repress the harmful behavior.

The Listening Line 1.96.96, for children, adolescents, and adults, is a free service and welcomes requests for help from the national territory 24 hours a day, 7 days a week.

Source:

<https://www.minori.gov.it/it/notizia/discriminazioni-scuola-indagine-del-movimento-giovani-save-children>

NORTH MACEDONIA

PEER VIOLENCE AND CYBER BULLYING

In North Macedonia there are recognized a few types of peer bullying and they are: verbal, referral and declaration of indecent comments in the form of mockery, insult, threats, ridicule, etc. Socially these actions are done to damage someone's reputation and relations with other peers: ignoring, excluding from a group, placing misinformation and rumors, insulting and disparagement in front of other peers. Physical: inflicting physical injuries, pulling hair, pushing, hitting, as well as destroying or taking personal belongings. Cyberbullying, the latest type, is violence in the Internet space, most often on social networks by sharing negative and unpleasant or personal content about someone to cause humiliation. This last type of violence is more characteristic of high school students than primary schools in North Macedonia. There are many laws in North Macedonia for protection and prevention of violence against children. The Law on Child Protection specifically prohibits all forms of violence under all circumstances and provides for an obligation for all citizens to report any violence against children as soon as they become aware of such an act. However, Article 64 of the Law on Primary Education provides certain steps and measures to be taken in case the student participates in physical or other forms of violence. From the analyzes made so far in North Macedonia¹⁸, we come to the following results:

- When asked whether the school keeps formal records of the number of cases of peer violence during the school year, 82.8% of respondents answered affirmative, while 17.2% answered no.
- Of those respondents who answered in the affirmative to the question, almost all, ie 95.7% answered that the school monitors the further development of such cases.
- Did any of the young people face peer and cyber violence? 34% answered YES, 55% said NO and 11% said I do not know.
- When asked if they witnessed such violence, 55% answered YES, 34% answered NO and 9% answered NO, I don't know

As a conclusion to this problem, from the analyzes that have been made, it is concluded that more and more young people are witnessing peer and cyber violence. Also, from the analyzes that have been made, we can conclude that more and more young people are witnessing some kind of violence. young people are increasingly encouraged to report violence or try to prevent it. As a prevention for peer violence, several proposals have been proposed for dealing with this problem, we are about to conduct more educational workshops for young people for easier coping and recognition of peer violence and educational workshops and training of teachers for faster detection and dealing with the problem, also in Cyber violence among young people a strategy 2018 – 2022 is made for easier and more effective dealing with this problem. A guide

18 <http://library.fes.de/pdf-files/bueros/skopje/15104.pdf>

to cyber security for children at home and at school has also been developed.

SUPPORT MEASURE

“Friendship before violence” - info center for support of children victims of bullying (peer to peer violence)

Basic programs which take place in the center:

- Professional support of children victims of peer-to-peer violence (bullying), children witnessing violence and other stakeholders (direct and anonymous).
- Informing about what is peer to peer violence (bullying), how to recognize it, what are its consequences and ways to prevent it.
- Cooperation with schools, teachers, professional services, and other institutions in procedures for resolving peer to peer violence.
- Professional support to children witnessing peer to peer violence, parents and other parties affected by a case of this type of violence.
- Cooperation with institutions and organizations.

The info center can be found on Resavska street no.22, Kavadarci.

ABUSE OF PSYCHOACTIVE SUBSTANCES

The abuse of psychoactive substances is a big problem among young people in North Macedonia. Increasing number of young people who abuse PSA does not depend on their social status. Many young people who start using psychoactive substances conclude that they start with lighter drugs or marijuana and do it out of curiosity and not to be rejected by their peers. But there is a greater rise of young people who reach for more severe psychoactive substances where we see that many of these young people not only become addicted but also fall into other criminal problems such as theft, homelessness, delinquent influence and others. It can be pointed out that in North Macedonia due to lack of financial support many of the programs for support of young people who are users of psychoactive substances could cause major problems where a huge number of young people would be left without health and social care. To solve this problem in North Macedonia, a national strategy has been prepared to combat and reduce this problem. It can also be confirmed that there are many organizations that with the support of the Ministry of Health support these young people.

SUPPORT MEASURES

The Ministry of Health which supports the program for addicts, i.e. the centers for methadone therapy that is available in several cities in North Macedonia, like Kavadarci, Strumica, Skopje and Prilep.

More detailed information cannot be found because this program goes through the Ministry

of Health, i.e. for participation in these methadone centers, the users are sent through a family doctor.

The program is also implemented through the Ministry of Health through several centers that provide medical and social support to young users of psychoactive substances.

Puls Kumanovo:

<https://nvoinfocentar.mk/tag/%D0%BF%D1%83%D0%BB%D1%81-%D0%BA%D1%83%D0%BC%D0%B0%D0%BD%D0%BE%D0%B2%D0%BE/>

HOPS Skopje <https://hops.org.mk/>

Doverba Skopje <https://doverba.org.mk/>

Hera Skopje <https://hera.org.mk/>

Some of these centers do not have any contact as a website or telephone number, they are reached in the same way that the methadone centers are - through family doctors.

There are also private institutions that provide prevention and withdrawal of users of psychoactive substances.

<https://www.narconon-balkan.org/>

Discrimination and mental health of young people in the period of COVID – 19

As in the rest of the world in the last year and a half, the pandemic of young people has caused problems in education, employment and mental health of young people. When times are tough, it is normal for children and other family members to show strong reactions such as feelings of sadness, nervousness or confusion, sleep disturbances, physical reactions and fear of the unknown. Prolonged stress can lead to mental health problems and long-term consequences for the functioning and defense capacity of children. Everyone reacts differently. Some parents may immediately create a new home routine, some may struggle to balance work and home responsibilities. But as we see with this pandemic, the mental growth of young people is increasingly present. Through conversations with schools, they confirmed that a growing number of young people have mental consequences that lead to withdrawal, anxiety, and other problems. It is also emphasized that young people are increasingly seeking help from their peers, psychological and social workers in schools to easily deal with these mental problems. Therefore, as a suggestion, online psychologists in North Macedonia recommend to young people who are online:

- To maintain contact with trusted people because it is the best way to reduce anxiety, low mood and loneliness in social distance, quarantine, and isolation.
- To communicate regularly with your friends and family over the phone, social media, or internet connections.
- To share your feelings and thoughts, solve the problems that arise and see how helpful it is to you.
- To organize delivery of newspapers, books, and movies, and watch your favorite TV and

radio shows.

- To relax, do simple physical exercises if you can and do some activity that calms you down every day (e.g., reading, film, knitting, writing...).
- To establish a daily routine that will fill your day and make it predictable (e.g., a certain amount of time sleeping, waking up, eating, etc.).
- Not to forget to maintain positivity, because there is always something you are grateful for or something you hope for. If it helps, write down these thoughts regularly and return to them.

It can be emphasized that more telephone lines have been opened where young people can turn for help, where all psychological and social institutions are available to make it easier to deal with this problem.

Support measure

To support young people who have a mental health threat during a pandemic, the Government of North Macedonia has opened several call centers with free numbers.

https://koronavirus.gov.mk/pomos-neregularnosti/psiholoshka-poddrshka?fbclid=IwAR3cpL7kftYDlkx59Vljbs80mr-0mpB1B_PnE1P7TNIpkUO1CX0UCv8yEPE

CROATIA

SUMMARY

The COVID-19 pandemic came suddenly and abruptly and spread throughout Europe and the world. Young people, who in normal circumstances are a sensitive group forming their character and personality and ‘finding’ self in society, were forced to change their way of life. Due to frequent restrictions on movement and socializing due to epidemiological measures, young people became distanced from each other in the period of life when socialization is one of the most important aspects of their lives. For this reason, mental health among the young population has deteriorated - young people are increasingly suffering from depression, anxiety, panic attacks, eating and sleeping disorders, stress, nervousness, and anxiety, which ultimately leads to increased suicide rates among young people. The pandemic and earthquakes that hit part of Croatia have heightened fears and uncertainties about the future and survival of many young people - in addition to fears for health and well-being, fears of survival and creation of favorable living conditions (family establishment and financial independence and security) how they will finish school (the whole teaching system has changed); how they will find a job after school; how they will keep their jobs (young entrepreneurs and employees); how to maintain social connection with friends and family - all these are fears and problems that plague the young population in the Republic of Croatia. It is therefore necessary to create an effective network of support and support for young people to help them adapt to the new situation and to ‘go through’ the pandemic period with minimal health, mental and psychological consequences.

CONCLUSION:

The long-term consequences of this pandemic are not yet known, but according to current data, it can be concluded that it will leave a large and profound impact on society. Children and young people as the most vulnerable social groups will, unfortunately, feel the consequences the most. Therefore, it is necessary to start providing support and assistance to children and young people throughout the pandemic to minimize future bad consequences as much as possible. All together as a society we need to work with institutions to create the best possible environment for our children and young people. It is necessary to educate society as a whole on how to recognize the signs of abuse, depression and anxiety and provide assistance.

SUPPORT MEASURES

In response to the problems facing young people, the Republic of Croatia has launched a telephone line to support young people in the pandemic. “TAKE CARE OF YOURSELF - BE WELL – LIVE THROUGH COVID” is a project that aims to provide psychological support to young people

in Croatia and preserve the mental health of young people during a pandemic. The project was initiated by the Central State Office for Demography and Youth and the Croatian Psychological Chamber. A total of 21 telephone helplines have been opened in 20 counties and the city of Zagreb. In addition, regional and local support and psychosocial support services have been introduced - by social welfare centers, police, schools, but also various Associations that offer assistance.

PEER VIOLENCE

The problem of peer violence is increasingly becoming a problem that requires urgent solutions and effective prevention measures. According to the data from the Ministry of the Interior¹⁹, there is a decrease in the number of reported cases of violence, which does not necessarily mean that the rate of violence is decreasing in reality. Peer violence has moved online from schools, sports fields, and bus stations. This has given educational institutions room to refrain from responsibility for preventing and adequately addressing this problem - because if it did not happen at school, but online, it is not their problem. The onset of a pandemic also leaves a big mark and affects all aspects of life. As most teaching and learning activities began to be conducted online with the onset of the pandemic, it is not surprising that the rate of online violence among peers has increased dramatically. Increasing the rate of online peer violence has also increased the risk of sexual abuse online - namely, it has been shown that 60% of young people receive, forward and send sexually explicit content. It should also be noted here that parents are not sufficiently involved in their children's online lives and build a relationship of trust with them from an early age to increase the chance that they will be confided in them about their problems later in growing up. When preventing physical violence among peers, it often happens that parents or guardians often react to the violence when they 'solve' the problem, which can lead children to think that violence can be a solution to a problem, which it is not. Psychological violence, such as mocking or isolating an individual from the group, should also be responded to, and shown to children that such behavior is not tolerated and will no longer be cool or popular. It is unfortunate that there is no school without violence. According to one study, as many as 27% of children experience some form of peer violence on a daily basis. In addition, it can often be heard that children and their parents have been appealing and asking for help for years but have not received it adequately and effectively. One of the major causes of this problem, in addition to not timely and effective response to violence, is the atmosphere in a society that is increasingly violent. Data from the Ministry of the Interior show that domestic violence against children, compared to 2019, increased by 43% in 2020, and more children with PTSD are expected. Ultimately, it all comes down to society as a whole - to cooperation between families and institutions to take better care of children. Despite the existence of institutions and mechanisms to address this problem, it has been shown that it is not systematic enough to start addressing the problem effectively.

SUPPORT MEASURES

19 <https://hr.n1info.com/vijesti/27-posto-djece-svakodneвно-ili-skoro-svakodneвно-trpi-vrsnjacko-nasilje/>

Brave Phone is a non-governmental, non-profit organization founded in 1997. Vision of Brave Phone is to create society in accordance with the best interests and needs of each child. Mission is to respond to the need for protection and safety of each individual child. The brave phone allows children's voices to be heard and systematically works to prevent cruelty and injustice to children. In its work, Brave Phone is guided by the principles of expertise and accessibility.

All services are free for users, based on the results of scientific research conducted by the organization and include the distribution of free educational brochures.

<https://hrabritelefon.hr/> ; <https://odrasli.hrabritelefon.hr/clanci/bullying-nasilje-medu-vrsnjacima/>

Ombudsman for Children

The Ombudsman for Children can be contacted by anyone who wants to warn of cases of violations of children's rights. Complaints may relate to violations of the rights of an individual child or to general phenomena that endanger the rights and interests of children.

The ombudswoman pays special attention to applications sent to her by children. <https://dijete.hr/kada-i-kako-se-obraatiti-pravobraniteljici-za-djecu/>

CYBERBULLYING

Cyberbullying is considered to be a whole range of harassment and bullying of any kind - from teasing to aggressive comments and threats online. Cyberbullying has been linked to a number of negative effects such as depression, anxiety, substance abuse, sleep problems, stomach pain, and in the worst case, can lead to suicide. The Internet is specific in that it allows the abuser to remain anonymous if the abuser so desires, leading to great frustration for the victim who is unsure who the target is, whether it is an individual or a group, and why they have become the target of the abuser in general. According to a survey conducted in 2014 by the Parents' Association "Step by Step"²⁰ 98% of young people have access to the Internet and as many as 96% have a profile on Facebook, and on average know only 30% of the total number of Facebook friends they have - and this increases the possibility that someone is sexually harassing and / or harassing them through social media. The following are devastating statistics - 82% of young people estimate that almost all young people (both sexes) have been insulted; 35% of young people say they have been sexually harassed online; 60% of high school students state that their parents do not monitor their online activities or limit their time spent online; 44% of high school students say their parents never talk to them about what they do online; 79% of surveyed parents say they almost never talk to their child about what they do on the computer and the Internet, and as many as 92% of respondents almost never ask their child to show them what they do on Facebook and other social networks. Given that due to the pandemic, most activities, jobs, and learning have been switched to online form, it is not surprising that the risk of Cyberbullying is increased. Although there are certain legal regulations and measures that legally prohibit this type of violence, it is not enough because most online violence occurs through private messages and chat and if the victim does not

²⁰ <https://urkpk.org/>

report violence, it will go unpunished, and even very often after reporting online violence, due to the anonymity offered by the Internet makes it very difficult to find a bully.

SUPPORT MEASURES

Brave phone - <https://tinejdzeri.hrabritelefon.hr/clanci/cyberbullying/>

ABUSE OF PSYCHOACTIVE SUBSTANCES

Most young people try and / or start using narcotics between the ages of 14 and 25. The onset of tobacco, alcohol and psychoactive drug use usually occurs during adolescence, and due to the specificity of this period of growing up, young people are the most vulnerable population group for the adoption and development of addictive behavior and abuse. In recent years, drug, alcohol, and tobacco abuse has been on the rise among young people. The most abused substances are alcohol and tobacco, marijuana, hashish, LSD, amphetamines, ecstasy, heroin, and cocaine. In addition to the above, household substances are also abused - glue, petrol, gas and tablets (sedatives). Often substances and substances are combined, and consumption begins very early, already in high school, often already in primary school - the riskiest is the transition to high school. Young people start consuming for a variety of reasons - they want to fit into society, be more adult, relax or are simply curious. Many young people experiment - they just take it for a try, they become occasional users, and some develop an addiction. Most young people believe that alcohol and tobacco consumption are socially acceptable behaviors even though they are aware of the harmful consequences because so do many adults. . Although most young people only experiment with different means, a number of young people develop abuse to the point that it begins to interfere with schooling, family relationships and social life - and then it becomes addictive. A young addict does not need condemnation and punishment but help! Parents should be the first to provide help to a young addict, but it usually takes two to three years before most parents find out that their child is taking drugs. For this reason, it is necessary to educate parents and employees of educational institutions and acquaint them with the physical symptoms and behaviors by which they can recognize that a young person is abusing psychoactive substances. Given the stress and insecurity brought about by the COVID-19 pandemic, young people are increasingly resorting to means of relaxation in an attempt to escape reality. Not only young people but also adults are increasingly resorting to various substances to reduce stress levels - which can often get out of control. Although most psychoactive substances are illegal, there are also legal substances, such as alcohol and tobacco, which are first abused, following the example that young people see from older people and feel that their consumption can better fit into society as a whole. Obviously, the illegality of drugs and harmful effects alone are not enough to combat the use of these substances and there is a need to find an effective response to this problem. The fact that big money from drug sales is turning on the black market does not help either, which contributes to the problem, because young people see it as an opportunity for easy earnings, without thinking about the consequences. In October 2012, the Croatian Parliament adopted the National Strategy for the

Suppression of Drug Abuse in the Republic of Croatia for 2012-2017. The National Strategy is a fundamental document for the implementation of various activities related to combating drug abuse, from addiction prevention to treatment and care for addicts and occasional drug users. It also served as a basis for the adoption of legal and sub-legal regulations in the field of combating drug abuse. The Criminal Code defines the criminal offenses of “Unauthorized Production and Trafficking of Drugs” and “Enabling the Spending of Drugs”.

SUPPORT MEASURES

ADDICTION PREVENTION SERVICE - combines mental health, health care, social protection, and education activities with the aim of conducting continuous supervision, education, psychotherapy, family therapy, prevention of HIV infection and hepatitis, and help solve other life problems of addicts and their families, as well as helping occasional drug users and their families.

Public Health Institute of Bjelovar-Bilogora County

Department of Mental Health and Addiction Prevention Matice hrvatske 15, 43 000 Bjelovar

Tel .: 043/247 244, 043/247 245

Fax: +385 43 247 204

e-mail: mentalno.zdravlje@zzjz-bjelovar.hr

WORKING HOURS: Mon-Fri 9:00 - 13:00 h

DISCRIMINATION

Young people face discrimination daily - both by society based on their youth and by each other. According to the Anti-Discrimination Act, discrimination is considered to be putting at a disadvantage any person on the grounds of race or ethnicity, color, sex, language, religion, political or long-term belief, national or social origin, property status, membership, education, social status, marital or family status, age, health status, disability, genetic inheritance, gender identity, expression, or sexual orientation. Discrimination is the result of prejudice and stereotypes. Despite the existence of the Law and various programs and manuals for the prevention and suppression of discrimination, it is still very widespread at all levels of society. In addition to laws and institutions, CSOs play a major role in organizing various anti-discrimination campaigns, which are youth-oriented and promote their value and importance in society, advocate for change, point out the needs and problems of young people and that young people are able and willing to actively get involved in your social community. Although we are more connected today than ever before - international cooperation and interculturalism have never been at a higher level and more present - nevertheless, discrimination is still present and affects many people on a daily basis. At the time of the pandemic, new forms of discrimination emerged based on how and to what extent people adhered to epidemiological measures, whether they were vaccinated and with which vaccine, avoiding vulnerable groups, but also discrimination against freedom of movement, civil rights, and free choice. Young people are often accused of irresponsibility because they are prone to socializing, they

are not a risk group, so they are also called for insensitivity and inattention to risk groups, although this is a generalization - many young people adhere to measures and act responsibly during a pandemic. Despite multiculturalism and globalism and the promotion of respect for diversity through various campaigns of the European Union and individual countries and civil society organizations, for some reason discrimination, prejudice and stereotypes seem to be increasingly creeping into society instead of being reduced and regulated.

SUPPORT MEASURES

Due to the current epidemiological situation, until further notice, the complaint can only be submitted by mail (Savska cesta 41/3, 10 000 Zagreb), by e-mail to info@ombudsman.hr or by phone on 01 4851 855 or 4851 853.

The ombudsman's office has moved to a new, temporary location at Savska cesta 41/3 (Zagrebčanka building)
10,000 Zagreb
01 4851 855
01 4851 853
info@ombudsman.hr

MENTAL HEALTH OF YOUNG PEOPLE

As already mentioned, adolescents are the most vulnerable social group due to the sensitive period of growing up and it is a worrying fact that according to recent research every third adolescent has some problem that affects his mental health. Pandemics and accompanying restrictions – ban on sports, ban on school trips, ban on socializing and closing places where young people normally spend time, not holding matches and concerts and the general lack of any live interaction with peers, damage the mental health of young people when they need to build your identity. About 60% of students have problems concentrating on online classes and maintaining motivation to follow, and as many as 40% have this problem because of some mental state. According to the head of the Department of Child and Adolescent Psychiatry at the Osijek Clinical Hospital, Dr. Čurković, the mental health of young people has obviously deteriorated, judging by the increase in the volume of work since the epidemiological measures lasted. Clinical pictures of aggression, self-aggression, eating disorders and even suicide attempts are increasing. It is considered that the biggest reason for that is the loss of the structure of the day – there are no clearly defined activities. Also, one of the causes of increasing mental problems of young people is wearing masks – although useful – they hide a large part of the face, we do not see each other, we do not see facial expressions, which is actually a large part of communication that disappears. This can lead to a lack of empathy for an entire generation. Young people are deprived of socializing and making new acquaintances and friendships – The beginning of high school or college is the time when the social life of young people is most active and developed, and there is a withdrawal and alienation. It should be mentioned that here, too, CSOs have a large and important role to play as places where young people

can spend time and socialize while respecting epidemiological measures and appropriate activities that can help them feel accepted and connected, useful and proactive. Through civil society organizations, they can advocate for change, propose solutions, get involved in various initiatives and campaigns, help others through volunteer work, and have peer support and connection that is especially important for the mental health of young people.

SUPPORT MEASURES

Providing psychosocial assistance via the Internet and telephone: Croatian Red Cross - lines for providing psychosocial support 24 hours a day: DCK Bjelovar-Bilogora County - 098 723 289

TESA Psychological Center

Phone for psychological help - Monday to Friday from 10 am to 10 pm on the number: 01 4828 888
Internet counseling - 0 - 24 hours, every day: psiho.pomoc@tesa.hr

YOUTH COUNSELING LINES Monday - Friday from 10 a.m. to 6 p.m.
095 701 7919 - Bjelovar-Bilogora County

SUPPORT IN BJELOVAR-BILOGORA COUNTY

Association for the Promotion of Positive Affirmation of Youth in the Society “Impress” Counseling and psychosocial support

Tel: 091/9152621 or 099/3909516

E-Mail: savjetovaliste@udruga-impress.hr

Ivana Zajca 3, 43500 Daruvar

Social Welfare Center Bjelovar Address: J. J. Strossmayera 2, Bjelovar

Phone: 043 / 247-260

E-mail: korisnik004@mdomsp.hr

Daruvar Social Welfare Center

Address: Nikole Tesle 1a, Daruvar

Phone: 043 / 331-083, 043 / 331-868

E-mail: korisnik028@mdomsp.hr

Grubišno Polje Social Welfare Center

Address: Trg bana Josipa Jelačića 7, Grubišno Polje

Phone: 043 / 485-179

E-mail: korisnik028@socskrb.hr

Čazma Social Welfare Center

Address: Trg čazmanskog kaptola 6, Čazma

Phone: 043 / 771-020,

E-mail: korisnik011@mdomsp.hr

Garešnica Social Welfare Center

Address: V. Nazora 13, Garešnica

Phone: 043 / 531-189

E-mail: czssgaresnica@yahoo.com

Social Welfare Center Bjelovar - Branch Family Center - The Bjelovar Family Center branch is a social welfare institution that performs counseling and preventive work, thus providing professional assistance and support to children, youth, and families. In the counseling center of the Family Center Branch, the users are provided with the services of individual psychosocial, educational-rehabilitation and legal counseling provided by experts of the above profiles. As part of preventive work, the Branch organizes and implements various group activities such as programs, thematic workshops, support groups, lectures, and trainings.

Masarykova 8, 43000 Bjelovar

Phone number: (043) 277 060

E-mail: obiteljski.centar@oc-bbz.hr

CHAPTER 3

THEMATIC WORKSHOPS

CHAPTER 3.1

THEMATIC WORKSHOPS

PEER VIOLENCE

LABELS

 TIME
60'

With this workshop, participants will learn more about different 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:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • Projector and screen • Flipchart • Handout • Papers • Pens/pencils
Group size:	20-30
Preparation:	Prepare necessary materials for work, 5 flipchart papers, markers, and handouts 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?
- Are the labels you came up with a product of Internet search or your own opinions and experiences?
- Do you think it's fair to label people? In which situation can you justify stereotypes?

TIPS FOR FACILITATOR

Use concept video from the manual - „Peer Violence – Safebook“ (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	<p>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</p>
Verbal violence	<p>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.</p>
Emotional bullying	<p>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.</p>
Sexual harassment / Abuse	<p>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.</p>
Cyberbullying	<p>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.</p>

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:	<ul style="list-style-type: none">• 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:	<ul style="list-style-type: none">• 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.

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:	<ul style="list-style-type: none">• 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:	<ul style="list-style-type: none">• 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, what is different?

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.

- Does anyone think otherwise?

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 from 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 notes she 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?*

ANTI-BULLYING ACTIONS

TIME
45'

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:	<ul style="list-style-type: none">• 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:	<ul style="list-style-type: none">• 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 workshop and conclusions drawn from it. 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 the 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 the research on this topic before the actual workshop. Learn who are the key actors for prevention and combating the 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

SITUATION ANALYSIS

TIME
90'

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

Objectives:	<ul style="list-style-type: none"> • To understand the term cyberbullying • To analyze terminology connected with cyberbullying • To explore different cyberbullying situations that can occur
Materials:	<ul style="list-style-type: none"> • Flipchart • Papers • Writing tools • Handouts about cyberbullying and its types
Group size:	20-30
Preparation:	<p>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.</p> <p>List of terms: Cyberbullying, Outing, Doxing, Trickery, Cyberstalking, Scamming, Fraping, Masquerading, Dissing, Trolling, Flaming, etc.</p>

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.

DEBRIEFING AND EVALUATION

After each presentation, participants can ask questions and support with sharing ideas, personal experiences.

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.

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

HANDOUT - TERMINOLOGY HANDOUTS TO SHARE WITH PARTICIPANTS

<p>Cyberbullying</p>	<p>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:</p> <ul style="list-style-type: none"> • 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. <p>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.</p>
<p>Doxing</p>	<p>Doxing or doxxing 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</p>
<p>Outing</p>	<p>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.</p>

<p>Trickery</p>	<p>Trickery is the act of deceiving someone into giving out personal information to you or publishing it. This is almost the same as outing, except the person does not give out the information willingly. An example of this is seen to the right, in which it is a fake credit card catcher. A real-life example of this is that scammers are sending out emails for people to update their credit card information so they can get a new chip card. People then send all of their information to the scammers.</p>
<p>Cyberstalking</p>	<p>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:</p> <ul style="list-style-type: none"> • 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:

Current COVID-19 (coronavirus) scams

Scammers are using the spread of COVID-19 (coronavirus) to take advantage of people across Australia.

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.

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.

<p>Fraping</p>	<p>A ‘Frape’ or ‘Fraping’ (a combination of ‘Facebook’ and ‘rape’) is when someone has used your Facebook account without permission and destroyed comments or pictures or created new and offensive comments and pictures pretending to be you.</p> <p>Advice:</p> <p>Ensure your Facebook account is always logged off after use on laptops and desktops.</p> <p>Set up a password-ed screensaver on laptops and desktops to prevent access if the machine is left unattended.</p> <p>Set up a ‘standby’ password for smartphones and tablets – where the device requires a password or pin code for access if it is not used for more than a few minutes.</p> <p>If a frape is already in action on your account, visit http://www.facebook.com/hacked and Facebook will secure your account by locking out all other locations except yours.</p>
<p>Masquerading</p>	<p>Masquerading is an attack that uses a fake identity, such as a network identity, to gain unauthorized access to personal computer information through legitimate access identification. If an authorization process is not fully protected, it can become extremely vulnerable to a masquerade attack.</p> <p>Masquerade attacks can be perpetrated using stolen passwords and logons, by locating gaps in programs, or by finding a way around the authentication process. The attack can be triggered either by someone within the organization or by an outsider if the organization is connected to a public network. The amount of access masquerade attackers get depends on the level of authorization they have managed to attain. As such, masquerade attackers can have a full smorgasbord of cybercrime opportunities if they have gained the highest access authority to a business organization. Personal attacks, although less common, can also be harmful.</p>
<p>Dissing</p>	<p>Dissing refers to the act of a bully spreading cruel information about their target through public posts or private messages to either ruin their reputation or relationships with other people. In these situations, the bully tends to have a personal relationship with the victim, either as an acquaintance or as a friend.</p>

Trolling	Trolling is when a bully will seek out to intentionally upset others by posting inflammatory comments online. Trolling may not always be a form of cyberbullying, but it can be used as a tool to cyberbully when done with malicious and harmful intent. These bullies tend to be more detached from their victims, and do not have a personal relationship.
Flaming	This type of online bullying constitutes of posting about or directly sending insults and profanity to their target. Flaming is similar to trolling but will usually be a more direct attack on a victim to incite them into online fights. It can be posting of a provocative or offensive message, known as flamebait, to a public Internet discussion group, such as a forum, newsgroup or mailing list, with the intent of provoking an angry response (a “flame”) or argument. Another example is corporate flaming is when a large number of critical comments, usually aggressive or insulting, are directed at a company’s employees, products, or brands or political flaming which typically occur when people have their views challenged and they seek to have their anger known. Through the covering of one’s identity people may be more likely to engage in political flaming.
Exclusion	Exclusion is the act of leaving someone out deliberately. Exclusion exists with in-person bullying situations, but is also used online to target and bully a victim. For example, your child might be excluded/uninvited to groups or parties while they see other friends being included, or left out of message threads or conversations that involve mutual friends.
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.

Slut Shaming	<p>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.</p>
Sextortion	<p>Sextortion is a cyberbullying tactic by which children exploit other children for sex and/or sexually themed activities in exchange for not disclosing embarrassing and humiliating information about the target child. If the target child does not submit to their sexual directives, they threaten to disclose sensitive information to loved ones, employers, educators, peers or organizations if the victim does not submit to their demands.</p>
Sexting	<p>Sexting is the slang term for the use of a cell phone or other Information and Communications Technologies to distribute images or videos of a sexually explicit nature. It can also refer to text messages of a sexually charged theme. Sexting is both a sexually oriented form of communication and a cyberbullying tactic. As a cyberbullying tactic, the cyberbully creates and/or disseminates sexually themed information about the target child that is both highly embarrassing and humiliating.</p>

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:	<ul style="list-style-type: none">• 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:	<ul style="list-style-type: none">• 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 do brainstorming 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:

- 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 the 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)

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:	<ul style="list-style-type: none">• 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:	<ul style="list-style-type: none">• Handout 1 with different examples of online violence• Handout 2
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.



VERSION 2

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:	<ul style="list-style-type: none">• 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:	<ul style="list-style-type: none">• 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.

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:	<ul style="list-style-type: none">• 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:	<ul style="list-style-type: none">• 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 for benefits of Instagram or some other similar social media networks. Advise them to be concrete when giving the 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.

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:	<ul style="list-style-type: none">• 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:	<ul style="list-style-type: none">• 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 any 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. 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

DIVERSITY CAFÉ

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 in order to try to find the root of the problem and ways to fight it.

Objectives:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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. Facilitator 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 has borderline personality disorder. The agency then said that he cannot rent the cottage. On the same day his friend Zelda, who does not have any mental health problems, 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 mental health problem.

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 sign 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*

VERSION 2

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

Objectives:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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 type 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 and in the second part they will write about Effects (consequences). They will also include some of the 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)

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”*

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*

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?*

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:	<ul style="list-style-type: none">• 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:	<ul style="list-style-type: none">• 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 from 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.

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:	<ul style="list-style-type: none">• 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:	<ul style="list-style-type: none">• 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 with 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 are 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. Handout 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

Black man with impaired hearing

War veteran who lost his legs in a combat

Single mother with bipolar disorder

Young Roma man with heroin addiction

UTOPIA

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:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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 the 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. Facilitator 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 the 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

CHANGE THE METHOD

TIME
60'

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:	<ul style="list-style-type: none">• 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:	<ul style="list-style-type: none">• Flip chart papers• Markers• Duct tape
Group size:	20-30
Preparation:	On one flip chart paper write with capital letters PSYCHOACTIVE SUBSTANCES 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 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 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 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 the 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 the 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.

LET'S PLAY THE GAME

TIME
45'

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:	<ul style="list-style-type: none">• 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:	<ul style="list-style-type: none">• 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 the 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 when 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. 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 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

<p>Alcohol (Booze, drink)</p>	<p>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.</p> <p>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.</p>
<p>Marijuana (grass, green, weed)</p>	<p>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.</p> <p>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.</p> <p>Following effects are dry mouth, dilated pupils, redness around the eyes, arrhythmia, uncontrolled laugh and hallucinations.</p>
<p>Hashish (skank)</p>	<p>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.</p> <p>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.</p> <p>Following effects are dry mouth, dilated pupils, redness around the eyes, arrhythmia (faster heart rate), uncontrolled laugh and hallucinations.</p>

<p>Speed, Amphetamine</p>	<p>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.</p>
<p>Hallucinogenic LSD and mushrooms (acid, trip, picture, hits, instant zen, lens, mellow yellow, Lucy in the sky with diamonds)</p>	<p>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</p>
<p>Cocaine (snow, sniff, white rock, crack, coke)</p>	<p>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.</p>

<p>Heroin (dope, smack, horse, brown, beast, hero)</p>	<p>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.</p> <p>This psychoactive substance causes effects that appear immediately when taken, and last for 4 to 5 hours.</p> <p>Addiction to this psychoactive substance is expensive. Poverty accompanies this addiction.</p> <p>Using the same needles and syringes among users causes hepatitis-C and HIV / AIDS infections.</p> <p>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.</p>
<p>Ecstasy (MDMA) (Molly, E, XTC, X, Adam, hug, lover's speed, love drug)</p>	<p>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.</p> <p>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.</p> <p>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.</p>
<p>Inhalants (glee, solvents)</p>	<p>Abuse of these psychoactive substances can quickly lead to brain damage, and their effect on the heart and lungs can be lethal.</p> <p>Prolonged abuse leads to damage of the liver, kidneys, lungs and nervous system. Inhalants cause aggressive behavior.</p>

BREAKING THE CODE

 TIME
45'

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:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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. 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 kilgvrnh gszg rnkilev nvnlib.

HANDOUT 4

C) *Third part (time to solve: _____)*

Vcvixrhv kilwfxvh z yizrm xsvnrxzo gszg rnkilevh nllw.

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:	<ul style="list-style-type: none">• 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:	<ul style="list-style-type: none">• 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. 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 in order for participants to feel comfortable to share their opinion. Facilitator should explain that this is just exercise and that this does not represent the personal opinion of each participant and ask participants if they understand that. PFacilitator 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”.*

WATCHING FROM ANOTHER ANGLE

 TIME
60'

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:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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.

<p>Decision makers (public authorities)</p>	<p>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?</p>
<p>Police</p>	<p>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?</p>
<p>Psychologist</p>	<p>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)?</p>
<p>Sociologists</p>	<p>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?</p>
<p>Parents</p>	<p>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?</p>

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**

A LETTER TO REMEMBER

TIME
45'

This activity is designed to raise awareness about mental health issues in the time of COVID-19 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 because of the consequences of COVID-19 virus and measures assigned by the governments.

Objectives:	<ul style="list-style-type: none">• 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:	<ul style="list-style-type: none">• 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 during COVID-19. E.g. one sheet might include the description “80 years old grandma who suffers from loneliness and abandonment, hasn’t seen her family since the beginning of the pandemic” or “40 years old woman who lost her mother during COVID and now suffers from depression” etc.

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). 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 (to them during the COVID) and then compared with letters they wrote to others.

DEBRIEFING AND EVALUATION:

The workshop will end by 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 the time of COVID-19?” “Did you ever think how many people were hit mentally by the pandemic?”

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. 24 years old student who lost her mother and grandmother at the beginning of the pandemic and now is living alone.
4. Family of grandfather who died from consequences of COVID-19 in the Home for elderly
5. Student who was asocial before pandemic and suffered even more during the lockdown.
6. High school students who were continually active in the local community and were closed for more than 50 days during the lockdown and the outdoor activities were forbidden for several months.
7. Woman who suffered domestic violence before COVID-19 and experienced even more violence during the lockdown.
8. A 26 years old girl who lives in a different part of the country than her family and she has not seen them since the pandemic started.
9. A 35 years old nurse who lives alone and because of her job and exposure to the virus refuses to see her close friends and family.
10. Young boy from a small place who plays professionally football for a famous European club who could not play matches for several months.
11. Student who studies abroad and cannot return home due to a pandemic.
12. Young artist who was stuck for 4 months several thousand miles from home because flights were canceled, and borders were closed.
13. A doctor working in COVID-19 hospital, who lost many patients due to the pandemic.
14. Man, who was the owner of the restaurant, lost his business and cannot provide financial stability for his family.
15. Young single mother of 2 children who lost her job due to less work in the store she was working in, and her ex-husband died because of the consequences of COVID-19.
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. A 19-year-old boy who was 1st year of faculty and during the pandemic he listened to lecturers through online platforms, but because of additional pressure and no adaptability he quit the faculty.
18. An old woman who was working on the open market and selling vegetables to people, due to pandemic measures lost contact with regular customers and could not work for more than 6 months.

19. A man who works abroad and who could not see his daughter for more than two years because of closed borders.
20. An old woman, whose several neighbors in the building died due to COVID-19, is now very scared to go outside and suffer from agoraphobia.
21. A high school boy is allergic to one component of the vaccine and the contact with his peers is limited to him and sometimes even forbidden.
22. 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.
23. Young female doctor who got infected by a virus working in the COVID-19 hospital, still has severe health consequences and many people avoid her because of her condition.
24. Young psychoactive addict who could not get his regular therapy because of the lower working capacities of hospitals and suffered from crisis.
25. Young girl who had to operate uterus and whose surgery was canceled during the beginning of the pandemic since almost all hospitals were turned into the COVID-19 hospitals.
26. Young student from another small city who lost his part time job and cannot pay rent of the apartment because of insufficient finances.
27. Young boy with disabilities who was on therapy by swimming could not go to swimming pools and his health condition got worse and now it is more difficult to convince him to go to swimming pool again.
28. 13 years old girl who was not able to follow her classes because she does not have an internet connection nor computer and her grades got lower because of this, she is scared that this will jeopardize her future.
29. Retired man who cannot walk, was not going out for days, because the measures provided for older people to go out only 1h during the whole day from 4am to 6am and he didn't have assistance for walking.

Material for facilitators: More about mental health issues during COVID-19 at <https://www.kff.org/coronavirus-COVID-19/issue-brief/the-implications-of-COVID-19-for-mental-health-and-substance-use/>

TWO SIDES TO THE COVID-19

This activity uses brainstorming technique and group work in order to help participants to determine the overall effect of COVID-19 on mental health through perceiving changes in different segments of young people's lives.

Objectives:	<ul style="list-style-type: none">• To learn about external factors of mental health• To recognize positive and negative effects of the COVID-19 on different segments of young people's lives• To notice differences in the impact of a pandemic on different segments of young people's lives
Materials:	<ul style="list-style-type: none">• Flip chart papers• Markers• Duct tape
Group size:	20-30
Preparation:	Prepare 5 flip chart papers and write each of the following segments on each paper: social life, education, hobbies/interests, cultural life, traveling/mobility (one segment per paper). Divide each flip chart paper on two parts with marker, write on the left side of the paper positive and on the right side of the paper negative effects.

INSTRUCTIONS

Invite participants to do a brainstorming on Mental health and write down all their answers. After this, shortly discuss with participants some of the associations they told and ask them if they know what external factors have an impact on mental health. Explain to them briefly in what way social life, education, hobbies/interests, cultural life, traveling/mobility can contribute to the maintaining of mental health or problems with mental health. Then divide participants into smaller groups (at least 5 participants per group) and give each group one of the previously prepared flip charts with instructions to think about positive and negative effects of COVID-19 on a specific segment. Time for group work should be between 15-20 minutes. After all groups are finished, they should present their conclusions to each other.

DEBRIEFING AND EVALUATION

Ask participants to comment if they had difficulties during this session and what those difficulties were. Compare results for each segment and ask participants why these similarities and differences occurred. Ask them if they think these effects are long term or short term and what that means for the mental health and wellbeing of young people. Tell participants at the end that every social change affects people's lives, and that stress and trauma are an indispensable part of every process, either the evolution process or decline process in society. Explain that it is not a shame to ask for help if they feel difficulties or to explore more possibilities, they have with all the changing processes in the society.

TIPS FOR FACILITATOR

Facilitators of this session should learn more about mental health from available materials in order to be able to lead participants through the learning process. They should be prepared to discuss sensitive topics with participants because of the possibility that some of the participants experienced losses or traumas during the pandemic. Facilitators should be supportive and lead participants smoothly through the process of recognition of positive and negative sides of pandemic COVID-19.

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:	<ul style="list-style-type: none">• 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:	<ul style="list-style-type: none">• 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 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.

STRESS RELIEF THROUGH VISUALIZATION

This activity will use the method of visualization in order 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:	<ul style="list-style-type: none">• 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:	<ul style="list-style-type: none">• 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. 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 the 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

Material for facilitators: link to the Mentimeter platform: <https://www.mentimeter.com/>

FEARLESS FRIEND

TIME
45'

This activity will allow participants to express their fears anonymously and to learn how other persons 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 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.

DEBRIEFING AND EVALUATION

Ask participants how they feel while writing down their fears and how they feel while their friends presented their fears. Ask them if their opinions about their fears have changed and if yes, will they apply this 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 discussion 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 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 in the period of COVID – 19
Objectives:	<ul style="list-style-type: none">• 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 in time of COVID–19• 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:	<ul style="list-style-type: none">• Flipchart paper• Markers
Group size:	6-10
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 (Page 84). 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 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 in the period of COVID – 19
Objectives:	<ul style="list-style-type: none">• 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 in time of COVID-19• 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:	<ul style="list-style-type: none">• Blank papers• Pens• Markers• Photo equipment (cameras, lights, phones and similar)• Laptops / computers for editing
Group size:	6-10
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 PHOTOGRAPHY 3

TIME
240'

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:	<ul style="list-style-type: none"> • 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 in time of COVID–19 • 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:	<ul style="list-style-type: none"> • Video recording equipment • Props
Group size:	6-10
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 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 in the period of COVID – 19
Objectives:	<ul style="list-style-type: none"> • 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 in time of COVID-19 • 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:	<ul style="list-style-type: none"> • Laptops • Smartphones • Photo editing software
Group size:	6-10

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 post production part as it requires technical knowledge about the software that is used. Ideas and inputs of 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 VIDEO PRODUCTION

CONCEPT VIDEO PRODUCTION 1

TIME
180'

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 in the period of COVID – 19
Objectives:	<ul style="list-style-type: none">• 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 in time of COVID–19• 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:	<ul style="list-style-type: none">• Flipchart paper• Markers
Group size:	6-10
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 facilitator starts the first workshop by presenting himself/herself and that his/her role will be to transfer them the skills and competences on using video production 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 whose name begins with the first letter of the name of the person being introduced. After saying their name and the name of the animal (e.g. Marko Mouse), all participants should repeat the name and name of the animal 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, facilitator introduces the method of video production and how it can be used as a concept tool for promotion of youth safety regarding, for example, protection of mental health. Facilitators explain in detail why video production is beneficial, why it is effective and point out the popularity short video forms have among young people. Facilitators also discuss with participants if they have any experience in the creation of 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

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 Video products.

TIPS FOR FACILITATORS

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

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 whose name begins with the first letter of the name of the person being introduced. After saying their name and the name of the animal (e.g. Marko Mouse), all participants should repeat the name and name of the animal of the person being introduced, after which the next person in the circle is introduced until everyone in the group introduces themselves.

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 cyberbullying, they should choose one or two (depending on time they have) workshops from the manual in the section Segment: Cyberbullying (Page 52). 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 Video products 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 video production should have knowledge and experience in using video production.

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 in the period of COVID – 19
Objectives:	<ul style="list-style-type: none">• 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 in time of COVID-19• 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:	<ul style="list-style-type: none">• Blank papers• Pens• Markers• Video recording equipment (cameras, lights, gimbals and similar)• Laptops / computers for editing
Group size:	6-10
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 video product. 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 equipment. Participants should be briefed about the cameras, lenses, lights, etc. so they have in mind what type of videos they are able to make 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, make a 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. They are allowed to use the internet and search for some examples, they should be reminded to think about the target audience, emotions, and message they want to send with this video. Facilitators should instruct them to write all ideas on the paper so they can present those easier without forgetting something.

Moving to “pick a favorite”. One by one participants will present their ideas for videos 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.

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

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 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 video.

CONCEPT
VIDEO

CONCEPT VIDEO PRODUCTION 3

TIME
240'

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:	<ul style="list-style-type: none"> • 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 in time of COVID-19 • 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:	<ul style="list-style-type: none"> • Video recording equipment • Props
Group size:	6-10
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

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

TIPS FOR FACILITATORS

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

CONCEPT
VIDEO

CONCEPT VIDEO PRODUCTION 4

TIME
240'

The fourth workshop is covering 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 in the period of COVID – 19
Objectives:	<ul style="list-style-type: none"> • 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 in time of COVID–19 • 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:	<ul style="list-style-type: none"> • Laptops • Smartphones • Video editing software
Group size:	6-10

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 like 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 post production, simultaneously with facilitators.

Postproduction of the videos can be done on laptops or smartphones, depending on technical

requirements of a video itself. There are different video editing softwares 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 edit 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

Facilitators should ask participants:

- How do you feel about 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 post production part as it requires technical knowledge about the software that is used. Ideas and inputs of 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.



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

CHAPTER 4.3

CONCEPT MUSIC PRODUCTION

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 music. 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 in the period of COVID – 19
Objectives:	<ul style="list-style-type: none">• 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 in time of COVID-19• 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:	<ul style="list-style-type: none">• Flipchart paper• Markers
Group size:	6-10
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, 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 music as a concept tool for promotion of youth safety regarding, for example, protection of cyber bullying.

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. Ana Adventurous), 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 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.

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. Ana Adventurous), 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.

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 mental health of young people, they should choose one or two (depending on time they have) workshops from the manual in the section Segment: Mental Health (Page 119). 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 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 in the period of COVID – 19
Objectives:	<ul style="list-style-type: none">• 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 in time of COVID-19• 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:	<ul style="list-style-type: none">• Blank papers• Pens• Markers• Instrumentals• Music equipment (laptop, speakers, mics, recording programs and similar)
Group size:	6-10
Preparation:	Before workshop starts, prepare music equipment.

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).

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 the 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

At the end of the workshop, facilitators check how participants feel by asking following questions:

- Are you satisfied with your work today?
- What was the hardest and what was the easiest?
- Was it difficult to develop lyrics?
- Are you looking forward to 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. 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

CONCEPT MUSIC PRODUCTION 3

TIME
240'

This workshop is dedicated to 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 in the period of COVID – 19
Objectives:	<ul style="list-style-type: none"> • 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 in time of COVID-19 • 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:	<ul style="list-style-type: none"> • Music recording equipment
Group size:	6-10
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.

The next step is Tracking and Editing. 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

CONCEPT MUSIC PRODUCTION 4

TIME
240'

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 in the period of COVID – 19
Objectives:	<ul style="list-style-type: none"> • 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 in time of COVID–19 • 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:	<ul style="list-style-type: none"> • Music recording equipment • Editing software
Group size:	6-10

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

1 st Day	
00:00	Participants' arrival
2 nd 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
3 rd 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
4 th 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
5 th 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	<p>Creative methods: Concept Video Production 2</p> <p>Creative methods: Concept Photography 2</p> <p>Creative methods: Concept Music 2</p> <p>Debriefing</p> <p>Evaluation of the day</p>
6 th Day	
10:00-13:00	<p>Reflection of the previous day</p> <p>Creative methods: Concept Video Production 3</p> <p>Creative methods: Concept Photography 3</p> <p>Creative methods: Concept Music 3</p>
13:00 – 15:00	Lunch break
15:00 – 18:00	<p>Creative methods: Concept Video Production 4</p> <p>Creative methods: Concept Photography 4</p> <p>Creative methods: Concept Music 4</p> <p>Debriefing</p> <p>Evaluation of the day</p>
7 th Day	
10:00-14:00	<p>Reflection of the previous day</p> <p>Presentation of creative products</p> <p>Planning of the local activities</p> <p>Messages</p> <p>Final evaluation</p>
8 th Day	
00:00	Departure of participants

1 st Day	
00:00	Participants' arrival
2 nd 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
3 rd 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
4 th 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
5 th 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	<p>Creative methods: Concept Video Production 2</p> <p>Creative methods: Concept Photography 2</p> <p>Creative methods: Concept Music 2</p> <p>Debriefing</p> <p>Evaluation of the day</p>
6 th Day	
10:00-13:00	<p>Reflection of the previous day</p> <p>Creative methods: Concept Video Production 3</p> <p>Creative methods: Concept Photography 3</p> <p>Creative methods: Concept Music 3</p>
13:00 – 15:00	Lunch break
15:00 – 18:00	<p>Creative methods: Concept Video Production 4</p> <p>Creative methods: Concept Photography 4</p> <p>Creative methods: Concept Music 4</p> <p>Debriefing</p>
7 th Day	
10:00-14:00	<p>Reflection of the previous day</p> <p>Presentation of creative products</p> <p>Planning of the local activities</p> <p>Messages</p> <p>Final evaluation</p>
8 th 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

NATIONAL AGENCY IN PROJECT COUNTRIES

<p>Serbia</p> <p>Foundation Tempus (Fondacija Tempus)</p> <p>Ruze Jovanovic 27a RS - 11000 Belgrade, Serbia Phone: +381 11 3342 430 E-mail: youth@tempus.ac.rs</p>	<p>Italy</p> <p>Agenzia nazionale per i giovani (ANG)</p> <p>Via Sabotino, 4 00195, Roma Italy Phone: +390637591201 E-mail: direzione@agenziagiovani.it</p>
<p>Croatia</p> <p>Agency for Mobility and EU Programmes (Agencija za mobilnost i programe Europske unije (AMPEU))</p> <p>Frankopanska 26 10 000, Zagreb Croatia Phone: +385 1 5556 498 E-mail: info@mobilnost.hr</p>	<p>North Macedonia</p> <p>National Agency for European Educational Programmes and Mobility (NAEPPM)</p> <p>bul. Kuzman Josifovski - Pitu n. 17, P.O. 796 1000, Skopje North Macedonia Phone: +389 2 3109 045 E-mail: info@na.org.mk</p>

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 EX-CHANGES”

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.