ToolBox: Chance to Change

Volunteering, peer education and games for preventing youth violence

HANDBOOK

CHANCE TO CHANGE
Volunteering Toolbox!

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This publication was developed by the CHANCE TO CHANGE Project team, a collaboration between CooLabora (Portugal), Strauss APS (Italy), PEL (North Macedonia), Universidade da Beira Interior (Portugal), Roter Baum Berlin (Germany).

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1. About the project

The problem

This project was born from a shared observation: there is more and more violence among young people and children. This violence emerges especially in schools, where youngsters spend time together and must therefore confront their differences, whether cultural, personal or physical. This is violence has consequences. It causes harm to the well-being and health of young people; it lowers their chances at academic success; it decreases the very quality of the education the school is able to provide.

One possible solution

We believe one answer can be combining two approaches: non-formal education and peer education. Non-formal education has a great power for youth education – it's well-known that young people best assimilate knowledge through methodologies that involve learning by doing. As for peer education, the group can play a very important role in personal, social and psychological issues.

This project's aim is to offer an innovative answer to several interconnected problems: juvenile and child violence; lack of opportunities for youngsters to exercise their active citizenship in volunteer programs in their own communities; the lack of credibility that non-formal education still has in some context.

What do we propose?

To share and spread this new concept, we created a strategic partnership involving four European countries (Portugal, Germany, Italy, and Macedonia) and delineated several goals. First, we want to encourage the active participation of the youth in the life of their community, both for the sake of the community and the youngsters' empowerment. Second, we want to find innovative ways to prevent and combat juvenile and child violence and intolerance, especially in schools. And third, we want to train youth workers and their organizations by sharing experiences and ideas.
More specifically, our central activity was to create a methodology for running volunteer initiatives, with young volunteers promoting a culture of peace and nonviolence in school contexts.

Welcome to Chance to Change: Volunteering Toolbox!

The Toolbox is a set of materials and knowledge for the prevention of youth violence, using non-formal education methodology.
It will help you prepare, organize and evaluate activities (games) designed to teach children and youth about the negative impact of bullying and related topics like social inclusion, gender disparity etc.

Who is the Volunteering Toolbox for?

- Teachers,
- youth workers,
- camp counselors,
- others working with children and youth in formal and informal context,
- NGOs and organizations (interested in) working with volunteers.

We would especially like if this tool helped the beginners – young volunteers and other organizers who would like to take action and initiate change, both personal and social.

What does the Toolbox contain?

- Games, a set of games, complete with steps and recommendations.
- Checklist, a step-by-step tutorial for running your first game.
- Handbook containing resources for running a volunteering initiative to combat bullying.

Why was it created?

The Volunteering Toolbox is a result of Chance to Change, an international collaboration between four youth organizations across European Union. Our goal is to support young people developing skills to actively participate in their communities life and to promote and protect human rights.

To accompany this methodology, we prepared a set of educational games that can be used by the volunteers in a class or playground context (within our methodology or not).

The creators

CoolLabora, an NGO from Portugal, was the one that challenged us to carry out this project. Their role is to coordinate the project and to organize the final meeting.

Arci Strauss, an NGO from Italy, is responsible for the dissemination plan of the project.

PEL, a Macedonian NGO, is responsible for coordinating the collection of group activities and their organization.

Universidade da Beira Interior is an university from Portugal which is responsible for the assessment plan of the project and the creation of an app: “Self-Assessment for Volunteers”.

Roter Baum Berlin is an NGO from Germany and it is responsible for building the Chance to Change toolbox, the main output of the project.

2. Volunteering handbook

While youth violence prevention activities can easily be included into many frameworks, one we find especially effective is the volunteer initiative, especially working with young volunteers. This method is adaptable to many situations (whether you are operating within a school, an NGO or as a self-organized group of volunteers), and brings many benefits.

There are two main questions that we want to answer:

WHY?
Why work with (young) volunteers on youth violence prevention programs? What are the benefits?

HOW?
How to run a volunteer initiative? We have prepared a hybrid tutorial/case study based on a specific project, but much of this can be adapted to other situations.

2.1 Why work with volunteers?

Helping is not a simple thing. Each person will surely have different needs and others. Helping cannot be taught, it's something that must be felt.

The easiest way, the most popular indeed, is simple charity. From our almost distorted view of the world, money can fix everything: money can buy food for those in need, provide them new blankets, give them drinkable water, build a house, and so on. But giving money to charity, in most cases, is just a tool to clean our conscience. Once we have given money to someone in need, we can turn our head and go on with our lives.

But will it ever be enough? Surely, it will not. If we want to help those in need, we have to stand up and pay our society back through helping by doing.

As organizations, it's our task to teach this fact by encouraging volunteering by creating projects that allow people to participate. This is especially important for young people. If we want the youngest generations to lead this world in the future,

we have to make them aware of the importance of living in a community and leaving no one behind. We have to make them aware that their commitment could be life-changing for other people. The world is huge and its problems are often systemic, but they are not powerless. They can change the world for the better just by becoming an active part of their community. By empowering young people to be active, we create a better, more responsible society.

2.2 Why work on youth violence with young volunteers?

Violence is knocking at our door every day, demanding attention we should not give to it. But the call is persistent, and people often fall for its temptation. Unfortunately, we live in times in which violence is still quite accepted. How can we change this? Teaching the youngest generations that any sort of violence (physical as well as psychological) should not be accepted.

Stated this way, it surely looks easy. Obviously, it's not so simple to make people understand they should not accept violence. It is a process that takes years, and sometimes even years aren't enough. Youth educators have only limited powers, as schools and non-formal education programs compete with family, media and peer pressure. The age gap is specifically a problem we encounter repeatedly. "Never listen to anybody over 20" might be an old quote, but it is still alive in the subconscious of today's youth.

What could help us reach youngsters more effectively? An opportunity suggests itself: if youngsters won't listen to adults, they might be more open to someone closer to their age. This is the main reason why young people can put themselves on the line and mentor their (younger) peers.

As we speak about violence, we consider different levels of it. We could say that violence is a behavior, which is causing a damage or negative impact to other humans. There are many words we use for it. Discrimination, bullying, teasing, and it is mainly based on the origin, gender, appearance/looks or even on different behavior and thinking. To experience violence in this meaning is very subjective. So we need to try to help (young) people understand that they should'nt only follow their own values, but also respect the emotions of others.

Youngsters do not need more adults to tell them what to do and to think, they need other young people to mentor them and learn with them, instead of teaching them. Someone that could explain to them why violence should be avoided in every situation. If these mentors are young, they will easily be able to speak the same language, because they have experienced the same issues, joys, worries, hopes and expectations. They will be able to empathize more with the target group. Young people are also creative and innovative, and often able to contribute additional skills when facilitating activities – music, art, dance, sports and many more. This will help them apply the activities in the toolbox in new and interesting ways.

2.3 How to run a volunteer initiative

Based on our experiences, we have prepared a detailed tutorial for running a volunteer initiative. It offers both general overview and practical implementation notes. We hope it will help make your project a success, and enjoyable for everyone involved.

The tutorial is split into 4 parts:

1. **Preparation**
   - Planning
   - Defining the profile of the volunteers

2. **Finding and preparing volunteers**
   - Some strategies for reaching young volunteers
   - The interview
   - Hosting new volunteers
   - The training

3. **Managing the field work**
   - 1st step – contact with the schools
   - 2nd step – registration of volunteers in the sessions
   - 3rd step – contact between the coordinator and the teams
   - 4th step – confirmation with the schools
   - 5th step – the session

4. **Coordinating, monitoring and evaluation**
   - Maintaining connections between volunteers
   - Monitoring and evaluation
   - Recognition

2.1.1 Preparation

Engaging young people in a long-term project that involves some investment in acquiring knowledge about specific and complex topics such as combating bullying, gender violence, dating violence and non-violent conflict resolution can be a difficult task. One thing that we have to keep in mind is that we have to captivate and engage volunteers using the right strategy.

There are several steps to take and we can't face them as a linear order but as a dynamic process. “We are talking about an itinerary that develops in a spiral way, where there isn't a first moment followed by a second, and so on. All the moments are interconnected.” (Aranguren, 2010, p. 39)
In a time when there is so much talk about the profile of today's young people who live from immediately and to connect to gadgets, askings them to connect with people and engage in long-term volunteering seems like something that goes against their “nature”. And yet we are proposing this in this toolbox. We do it because we know that this is possible and that it is a very adequate strategy for the intervention that is intended.

Getting their attention requires a strategy. For instance, we have to clarify with them that this is a kind of volunteering that is an opportunity for them to exercise their citizenship and to train personal and social skills, that will be useful to them in their life. It is a volunteering that encourages their autonomy and their critical capacity contributing to the empowerment of those involved. It is also an opportunity for them to create or strengthen their interpersonal relationship network.
In other words, we have to think of a strategy to reach them, knowing already that we want to involve youngsters that see volunteering as an action of social transformation and not a charitable action.

Planning

If we decide to establish a methodology for coordinating volunteers, we must manage volunteering with the same degree of seriousness as salaried human resources. In that case, we will need to spend some time in the planning phase and it will not be a waste of time.

There are a few questions we have to answer before we start contacting the volunteers:

- Do all the people working in the organization know that we are getting ready to start a volunteering project, and everyone who gets directly involved with the volunteers know what their role is?
- What is expected of the volunteers in terms of work?
- Have we identified a good working environment for volunteers in terms of work space, equipment, etc.?
- Do we have a plan to look for volunteers?
- Do we have a strategy to identify candidates with the appropriate profile?
- Do we have a plan to prepare volunteers?

If the answer to these questions is positive you can start the search for volunteers.

Defining the profile of the volunteers

Motivations can be diverse and all valid but we have to match the NGO and the volunteer expectation so that a commitment can be made that satisfies both parties. Volunteering programs are successful when volunteers do what they want. We fail when we assign functions that volunteers do not like and do not want to do. Therefore, in order to attract and retain volunteers, we must assign them roles that they wish to carry out.

As they gain confidence in the work they are doing, the volunteers can make suggestions about how they can change the profile they had been given in order to be more rewardine. That is, even if negotiated at the beginning, this profile must be adapted to new circumstances. Not everyone has a profile to volunteer in organizations that work with people. There are characteristics and requirements that must be it:

- Share the mission, vision and organizational values of the host entity;
- Take responsibility for the volunteer commitment established with the host organization;
- Consider training as essential for a good development of volunteer activity;
- Have the ability to work in a team;
- Have the ability to identify and combat their own prejudices;
- Have the psychological conditions necessary for the roles they assume.

In short, it is very important that the host organization defines its needs and to what extent the volunteer can satisfy them and doing so, also feels satisfied himself or herself.

2.1.2 Finding and preparing volunteers

Some strategies for reaching young volunteers

Recruitment is the opportunity to show people that they can do something they want to do; something that will make them feel that they are learning and acquiring new competences and that will be simultaneously a citizenship action.

In the specific case that we are discussing here and in which we want to captivate young people who have a very specific knowledge on some issues like gender equality, human rights..., it is advisable to publicize volunteering in places where we can find these young people: universities, associations and youth centers.

One of the strategies, and if there is a university in the city, is to contact the presidents of various departments and arrange information sessions about the volunteering initiative you are going to create. These sessions can happen in the classrooms or in the leisure spaces of the university. In these sessions it is always very positive to use testimonials from volunteers who have already had experience in these areas and it is imperative to present the project in an appealing way. For example, we can play a “theatre of the oppressed” scene in the university bar simulating a scene of dating violence and if there are students who intervene trying to calm the “actors” we can talk directly to them to join the project. Similarly, we can contact youth centers and associations and schedule an information session.

In all of them it is important that you give examples of the activities and if you have some pictures or a film it will be very useful. It is also important that you show the youngsters the positive aspects of this kind of volunteering:

- the children and teenagers that are going to benefit from the volunteering through games will worship the volunteers just because they are older;
- they will have the opportunity to participate in a training about the issues of the volunteering;
- they can have some exciting experiences when they are implementing the games in schools;

- they will have a contract and a very close relation with an organizations very similar to that they will have when they will get a job (our experience is that are mainly the students that feel the motivation to join the volunteering).

It is important to announce the volunteering opportunities on the web page of your organization and other social networks. Additionally, it is needed to collect the information of potential candidates. We recommend using a registration form for collecting personal information, as well as information about previous volunteering experiences and their motivations to participate in the programme.

After you receive the applications you have to create your group of volunteers. This can be a hard situation because not everybody has the profile to do this kind of volunteering.

The interview

The first thing to do is interview the candidates. In this interview it is necessary to check if the volunteer feels confident to carry out the tasks that imply handling and facing groups of 30 adolescents, as well as if they feel prepared to hear statements about dating violence, xenophobia, etc. without losing calmness and assertiveness.

It is also very important to understand the volunteer's ability to responsibly assume the activities with which they will commit themselves to. After all, the most important thing we have to understand in this interview is not the technical skills for a task (as it happens in a job interview) but the ability and motivation of the volunteer to fit the role.

The interview must be conducted in order to know the person in front of us and not the professional. This is why it is more complex than a job interview and therefore it should take into account some aspects such as: the way the interviewee is received; the place should be nice; the atmosphere should be friendly, and the ability of the interviewer to detect interests and talents of the interviewee that might be of added value to the organization.

What to do when someone does not have the right profile?

The first thing to do is to clearly explore with this person the most difficult aspects of the tasks; in this concrete case, dealing with difficult children and young people in playground and classroom contexts. This often leaves people less prepared and

motivated. But since this type of volunteering is very specific, it is normal at the beginning of the interview to explain that not all people have the profile to deal with complex situations such as those found in the sessions that the volunteers will energize. And that the interview will also serve for the interviewee and the interviewer to reach a consensus on this.

Hosting new volunteers

The hosting of new volunteers has to be a moment that focuses on the clarification of objectives and expectations and not so much on the formal issues as the filling of forms. It has to be a time when the interviewer feels not as someone who comes to compensate for the lack of staff in the organizers, but as someone who makes a unique and special contribution to the organization.

This welcome can be made individually and we can present the team of the organization with whom the volunteer will have contact (even if it is only visual contact), present all the facilities and make them feel comfortable and welcome.

On the other hand, you can also organize a meeting with all the new volunteers. In this meeting we should use the methodologies that will be the basis of all voluntary work. For example, the presentation of each volunteer can be done through a group game and the whole meeting should have moments of activities/group games. You can use this meeting to give a name to our volunteering initiative by organizing, for example, a brainstorm. The purpose of this meeting is for the volunteers to get to know each other since they will work in teams, to become familiar with the organization that welcomes them; to know in detail all aspects of the functioning of volunteering. This meeting can also be very important for we to understand the training needs of the volunteers, especially on the topics they will address in the sessions.

The training

In order to discover what content we are going to explore in training, we must answer three questions:
What information do they need to successfully carry out their work?
What skills do they need to successfully carry out their work?
What attitudes do they need to successfully carry out their work?

In this type of volunteering we strongly advise training based on non-formal learning methods because the partnership of this project is an unconditional

advocate of this methodology, but also because the voluntary actions we propose in this manual are based exclusively on non-formal education methodologies.

Attached you can find a pedagogical proposal that should be used at the beginning of the volunteering. But during the year (because the volunteer actions take place during a school year) you must provide more training moments. All the meetings you organize can be training opportunities: whenever you challenge the volunteers to test the group games before they use them at the schools, you are training their skills to face the teenagers and children and also their knowledge about the issues addressed in the games; when they share their experience and make a reflection in the group about the volunteering work, they are participating in a learning moment.

As Luís Aranguren points out: "We do not start from a figure of educator who knows everything and places his knowledge on volunteers, since in the educational process itself, trainers and trainees live the same educational experience. We are therefore faced with a process of permanent feature, in which each one is discovering, elaborating, reinventing and acquiring new knowledge, skills, experiences and dialogues that cross the path." (Aranguren, 2010, p. 26)

This is the only way this experience of volunteering reaches the dimension we want to give it, which is to help volunteers become active citizens who are more concerned with catalyzing new realities that are more fair and supportive than correcting a system that is wrong.

In short, the training that we propose is more focused on being able to think and to transform than to be able to make and to execute.

2.1.3 Managing the field work

The role of the volunteer program manager is to create conditions that encourage volunteers to want to do their work. Their task can be very simple or very difficult. Planning the work involving the volunteers is the first step that ensures that this role will not be so hard.

Once we have a group of volunteers that must be at least 15, we can begin their integration into action. At this stage we can define the commitment that each party takes (host organization and volunteer); we can define the operating rules of the group and we can plan the field actions.

1st step – contact with the schools

At this stage we must be sure that the school or schools we want to work with are ready to receive the volunteering work. Before we make the volunteer recruitment we must contact the school/s and present them the project. If they agree to make part of it we may ask the school board to sign an agreement with the roles of the school and the roles of our organization. The role of the school is very simple: there must be a representative that it will be our contact for the implementation of the activities. This person must contact the teachers and ask them if they want to receive the volunteers and at what day/s and at what time.
Then, this representative sends to the coordinator of the volunteers the identification of the teachers that are interested, their contact, their schedules, the class/es and degree/s and, whenever it's possible, the thematic they are interested in (bullying, dating violence...).

2nd step – registration of the volunteers in the sessions

Having the teachers' schedules, we must create a chart with the monthly proposals and send them to all the volunteers so they can choose the sessions.

This is an example of the chart:

Proposal for January 2018				
School	Day/hour	Volunteers	Information	Notes
Name of the school	Wednesday, 12th January From 12:00 to 13:00 Meeting point and time: NGO at 11:40 or school at 11:55	The volunteers choose the session/s for which they are available and put the name in the corresponding box	Context: class room Participants: 7th degree students; group of 26 persons Name of the teacher:	The teacher asks for a session about bullying
...				

From our experience, we should collect from volunteers their availability and schedule a number of monthly sessions appropriate to that availability.

There are some rules for volunteer's registration:

- Each session will have at least 2 registered volunteers and a maximum of 4 volunteers
- Entries are in order of arrival
- If a volunteer cannot participate in the session in which he/she registered, he/she must give at least 24 hours notice

3rd step – the contact between the coordinator and the teams

After the registration of all the volunteers we can say that we have the teams for the sessions and it's time to start contact with each team, one by one.

The first thing is to create a closed facebook group or other mechanism to make communication fast and easy. After this we can send them the proposal of the program with the name and description of the games we intend to use in that classroom or group (if the activity is to be carried out at the school yard). We may ask the team if they feel comfortable with the games and if they want to make some suggestions (new games, changes in the games we proposed). We also have to show our availability to clarify doubts about the way the games are carried out. Often volunteers give suggestions about games and that is important for their motivation and involvement.

As we mentioned before, with this volunteering, we do not only want to promote the citizenship of the recipients but also the citizenship of the volunteers and so it is important that they do not feel that they are mere executors of tasks but that they give effective contributions in all the dimensions of volunteering.

4th step – the confirmation with the schools

When we have the sessions planed and the teams ready it's time to confirm with the schools that we are going to carry out the sessions. It's better, at this point that we send by email the program of each school (1, 2 or 3 sessions) to the respective representative and that we also contact directly by email the teacher/s who is/are going to receive the sessions. In this contact sometimes we get to know that in this particular class there are problems of bullying, or domestic violence, for example and it's advisable that we adapt the sessions to that framework.

5th step – the session

All the sessions (at least the first ones) must be always accompanied by a social or a youth worker. Only when we confirm that the volunteers are comfortable with the issues and the methodologies we can let them go by themselves.

We have to make a flash meeting with the group just before the session starts. It can be at the NGO or at the front door of the school. The idea is to make sure everyone knows their role in the session.

Also we give them the name tag they should use when they are at the school. (In Portugal, we have to identify ourselves at the front door of the school and explain what we are doing there.)

At the reception of the school we explain which teacher or representative we are looking for and we wait for him/her to come or the employee tells us the way to get to the place where the session is held.

When the group enter the class room all the students are very curious about what is going on. Sometimes the teacher explains them before the session that they will have this activity but there some teachers that think it is better that they are caught by surprise because they will be more spontaneous in their responses and attitudes. We can discuss this with the teacher before the session.

Either way, the session begins with the presentation of young volunteers who must say their name, what they do (whether they study or work or look for work). The coordinator present him/her self and the initiative and the games may begin.

Some teachers (most of them) want to stay in the class room and may also participate but sometimes they prefer to live. Both option are acceptable and both have advantages and disadvantages.

The coordinator of the volunteers has to make an effort to let them energize the activities, intervening only when he/she feels it is necessary.

At the end of the session he/she should ask the volunteers how they felt, what they liked the most, and what could be improved, in their opinion. (According to our experience this is the right moment to do this because if we ask them to send their opinions later, they can forget to do it or even forget the suggestions.) He/She may also give his/her opinion and make them feel that we are not criticizing but improving their performance.

2.1.4 Coordinating, monitoring and evaluation

In addition to this monthly management that ensures the sessions that are, after all, the hard core of volunteering, it is necessary to keep the group together and give it the feeling of a larger group since the sessions are carried out by groups of 4 people, in the maximum and therefore it may happen that throughout the school year some of the volunteers do not cross each other.

Maintaining connections between volunteers

First of all we have to publish at our social networks some news about the activities at schools. (Some schools allow us to take photos and others do not and it is necessary to clarify this previously.)

It is also important that we organize monthly meetings with all the group. In them, volunteers can get to know each other better, try out new games, improve those that are already being used in the sessions, and share the successes and difficulties they felt during the activities in the schools.

All of these issues are important but the most crucial is the sharing of successes and difficulties because it allows them to help each other solve problems. These meetings should be not to long (no more than one hour) and if it is possible, we should offer the volunteers coffee, tea, and a little snack because the best hour to do it as at the end of the day and some of them are coming from classes or from their jobs.

Sometimes the teachers or the school contact person let us know the impact of the sessions on the children and it is important that we use these meetings to share this with the volunteers.

If it is possible we should always make a summary of these meetings so everyone can remember the most important decisions or conclusions.

Monitoring and evaluation

The monitoring, we may say, occurs every time we finish a session and ask the volunteers to share what they felt, what they suggest to change. With this attitude we guarantee that we listen and feel how they feel.
But there is also need for some specific moments of evaluation. There are two main reasons to make the evaluation of the volunteers: helping volunteers maximize their potential and helping the organization better involve volunteers.

potential and helping the organization better involve volunteers.

Some aspects are essential for volunteers to feel that they are valued. That is: belonging; authority to think; possibility to assess what is achieved. For this it is important to be defined from the beginning and shared with the volunteers what we intend to accomplish, what specific steps or work we intend to carry out and how we will measure success.

The evaluation should take into account the personal growth of the volunteers and not just the accomplishment of the tasks.One way to assess this dimension of volunteer's growth is to compare their motivations and fears with the results achieved. We can do this at one of the monthly or bi-monthly meetings. For this, it is important that at the beginning of their commitment, each volunteer refers to these aspects in their registration form. Clarifying: every time a volunteer is inscribed, he/she must reflect and register his/her motivations, what he/she hopes to achieve with volunteering and what are his/ her greatest fears.

At the end of each scholar year the volunteers must fill out a questionnaire. In this questionnaire is intended to check if they feel that their motivations have been answered, if their fears have come true and if so, how did they overcome them. The questionnaire should also include a question about the skills that the volunteers feel they have gained.

During the final meeting, these aspects should be shared and discussed in the group. From our experience, all volunteers feel they have gained immense skills not only personal but also professional.

Recognition

Volunteers need to feel that their dedication has been appreciated. This can be done in several ways. One is to invite volunteers to initiatives they might find interesting as youth exchanges abroad or in the country. It is also possible, for example, to inform those who are unemployed, of job opportunities. It may also be important to offer the NGO as a field of study for those who are studying at university because sometimes they need to do academic work based on social groups with which the NGO works: young people, women, roma people, etc. Provide volunteers with training to improve their skills is another example. Publicizing volunteering in social media is another.

And, of course, the mast formal of all: a diploma of participation in volunteering. This diploma can be delivered at a ceremony for which we invite the principals and teachers of the schools and whom we ask to talk about the importance of volunteering for the children and young people of their schools.

But the best recognition should be made on a daily basis by valuing them, making them feel important, showing interest in them as human beings. And this is also a way to motivate volunteers to continue doing volunteer work and thus become more active and committed citizens in the well-being of their community.

3. Facilitator's checklist

In this checklist, we will guide you through the steps necessary for running a successful project with a group of young people. We highly recommend to go read through the checklist in its entirety, because dealing with sensitive and emotional issues like bullying takes a lot courage and preparation.

The Checklist contains these steps:

- General recommendations
- Preparation
- Moderation
- Evaluation

Are you ready? Let's go!

3.1 General recommendations

Being a facilitator requires a good deal of awareness and consciousness. You must always be aware of the specific qualities and needs of your group. What is the members' cultural background, gender, age? What is their level of education, life experiences, general attitude? The steps needed for creating an atmosphere of equality and reciprocity may vary not only by country, but even by region or community. Just as well, there are differences in educational objectives, concepts, timetables, teaching techniques, classroom design or curricula.
We all work within educational and social norms of our society, and usually we take our way of interacting with young people for granted. Our own ethnocentrism, but also the question of “what is normal” is easily overlooked or forgotten.

Before you consider starting a project, you should familiarize with the educational approaches and attitudes of your organization and your team-partners. To create a well working team and develop your own skills as a facilitator, it is helpful to reflect different styles and practices again and again, in international as well as local teams and contexts.

In our opinion, the central concern is to initiate a non-formal educational process encompassing knowledge, skills, values, and attitudes. This process begins with participants’ previous experience, knowledge and potential. Their ideas, reactions

and input will help you to search together for new ways of understanding.

Skills and values like communication, critical thinking, advocacy of human rights, tolerance and respect cannot be taught – they can only be experienced. Therefore, the exercises and activities should encourage young people to reflect, feel and act with their heads and hearts. For example, those without any personal experience of racism or sexism sometimes think that the subject is none of their business. From human rights perspective this position is very questionable, because everybody is responsible for creating and protecting non-discriminatory living environment. A successful non-formal learning activity could move youngsters to rethink their position and maybe even gather courage to change the status quo.

3.2 Preparation

The role of facilitators is to prepare, present and guide the exercises. This means you as a facilitator:

- help participants to find out what they already know (discover tacit knowledge),
- encourage them to continue learning, and
- help them to discover their own potential.

You are responsible for creating an environment in which participants can learn, experiment, research, and grow. This is a process of sharing, give and take between both the participants and the facilitators.

To achieve all this, careful preparation is crucial. It ensures that you feel safer during the workshop or seminar, and also able to dynamically react to the group dynamics and modify the planned activities if necessary.

You and your team

To successfully run a workshop or seminar, there should be at least two facilitators per group (or more if the group is large). That way, you can share the responsibilities and support each other throughout all phases of the process.

Together, your first step is to agree on the objectives you want to carry out, and plan the activities. You have to be aware of your target group(s), your topics, your goals and your methods to achieve them.

Then, we highly recommend to try all planned exercises, and evaluate them.
It is very important to know your limits and competencies, as well as the opportunities and risks of the planned activities.

To better prepare yourself, try working through these questions together:

- Who belongs to your team?
- What are each team members' favorite activities or topics?
- What are the competencies of each team member? What do you bring to the table?
- Does everyone know how the activities work? Is everyone able to guide each activity?
- What time, space and other resources do you have to prepare the workshop/seminar? How will you organize things?
- What about diversity on your team? How are different variables like gender, cultural background, social situation represented in your team? How can this affect the planned activities?
- What experiences does each of you have that are relevant to the planned activities and topics of discussion?
- Both before and during the activities, how can you communicate your ideas and approaches to:
- your fellow facilitators?
- your participants?
- Imagine this situation: during an activity, difference of opinions arises between the facilitators. What do you do?
- In general, how can you deal with opinions you don't agree with during the workshop/seminar?
- How can you deal with discussions of experiences you don't yourself have?

3.3 Moderation

During the activities, it's your task to create a good atmosphere for discussion. That brings up one of the most difficult questions for a facilitator: how to deal with hateful, discriminatory and otherwise negative opinions?

Our recommendation is: give them space in the discussion. Obviously, negative comments should be clearly rejected during the discussion. On the other hand, nobody should be punished for participation. Remember, it's possible that this is the first time the speaker will encounter opposition to their opinions.

Discussing negative comments doesn't mean you have to agree with them. Narratives and bad experiences should be taken seriously, but discriminatory positions should be addressed and clearly rejected.

Rather than outright dismissing an opinion, it's often better to start asking questions: How did you come to this position? Can you imagine how your opinion sounds to someone affected by it? Could you explain your statement? Frequently, questions can initiate a process of rethinking for the speaker, and/or lead to a productive debate.

Your emotional reactions can help you to find words and redirect the discussion: “Seriously, this topic concerns me and I’d like to add something/ask a question.” This reframing can offer an opportunity to explain statements, qualify or retract them.

It's also important to offer counterarguments and additional information. (You should research these facts, as related to the planned topics of discussion, as part of your preparation.)

Everyone should get an opportunity to change their opinions. However, it's possible that you will encounter participants who clearly display hateful or discriminatory attitudes, who will not be persuaded in any way. At this point, it will be necessary to distance yourself clearly from their position and start no further discussion with them. Otherwise, the whole discussion will be directed by those people. However, you should carefully consider such a decision.

If there is no chance of less radical solution, it might be in the group's best interest to request the disrupting person to leave entirely. Excluding people from a voluntary learning context is a profound decision that also carries a risk of solving a social problem in a personal way. Based on the specific situation, you should carefully weigh the positive and negative impacts of such a step, as well as alternative options for action. Ask yourself: "What do I want to achieve with my workshop or seminar?"

3.4. Evaluation

After completing an activity, there should always a feedback session with the participants, as well as a team review between the facilitators.

Each of the games we've prepared for you has a section on participant evaluation – there you will find tips, example questions and other notes you can use.

As for the team review, you should reflect among yourselves on the whole process of the workshop/seminar, including preparation. Ask yourself:

- What went well? Can we repeat that?
- What could have been done better? How?
- What problems did we encounter? How could we avoid them in the future?

Evaluating your activities as a team allows you to learn from mistakes, grow, and plan for the future (yours or your project).

3.5 Conclusion

Congratulations! You have completed the Facilitator's Checklist.

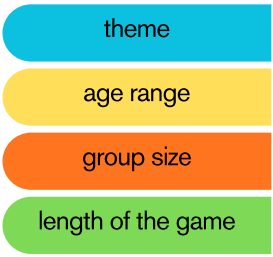
We hope you now feel better prepared for your next workshop/seminar, be it your tenth or your very first.

Good luck with your projects!

4. Games

A collection of non-formal learning activities for the prevention of youth violence (and related topics).

Are you looking for something specific?
We organized the games into collections using tags.



bullying

all ages

small group

short game

Paper scrunch

Goals of the exercise: To help participants understand the harmful effects of bullying.
Age of the participants: 10+
Number of participants: any
Duration of the exercise: 15 minutes
Materials: Felt pens, pieces of paper

Step by step:

1. Have each participant draw a quick picture of themselves on a piece of paper.
2. Ask participants to swap their picture with another participant.
3. Have participants crumple up the picture they have been given.
4. Pretend that you have made a mistake and ask participants to straighten each piece of paper and get rid of the creases.
5. Their piece of paper will still have creases in it. This represents what bullying does to someone.

Debriefing:

1. What do you think about this game?
2. What is the meaning behind it? How can we connect it with bullying?
3. Talk about how bullying can affect people – you can't undo bullying, and saying sorry won't remove the impact of the bullying behavior

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Authorship/adaptation or source: BullyingFree NZ Week 2018 Activity Pack

variable topics

all ages

medium or large group

short game

How do you feel?

Goals of the exercise: To show how easy it is to misunderstand what people are feeling by just looking at their body language and facial expressions, and how easy it can be to hide true feelings.
Age of the participants: 10+
Number of participants: any
Duration of the exercise: 20 minutes
Materials: Large jar or container, felt pens, papers

Step by step:

1. Ask participants to think of as many words as they can that describe feelings and emotions, both positive and negative.
2. Cut up the words into individual slips of paper and put them in the jar or container.
3. Ask participants to pick from the jar and mime the word on the paper. The group then have to guess what feeling or emotion is being mimed.

Debriefing:

1. Was it difficult for you to guess the feeling or emotion?
2. Do you think you can easily guess someone's feelings by just looking at his/her body language?
3. Is it easy/hard for you to hide your feelings?
4. Why do you usually try to hide your feelings from the other people?

Authorship/adaptation or source: BullyingFree NZ Week 2018 Activity Pack

bullying

14-17 years old

any group size

medium-length game

What does it feel like?

Goals of the exercise: This activity will encourage participants to think more deeply about bullying behavior – Who is participating in it? What role do they play? How do they feel?

Age of the participants: 13+

Number of participants: any

Duration of the exercise: 20 minutes

Materials: Bullying scenario, marker pens, flip charts

Step by step:

1. Place participants in groups.
2. Read aloud the story/scenario.
3. In their groups, have participants come up with two ways that the bystander(s) could have changed their behavior that would have resulted in stopping the bullying.
4. If time permits, allow the participants to share their ideas with the rest of the group.

The scenario:

Kara and Tai have been friends for many years, but recently Kara has felt left out from the things that Tai organizes with their friends. The other day, Kara sent Tai a text asking if he was upset with her for some reason. She didn't get a reply. Later that night, Kara was working on a project with Ari, another friend from school. Ari logged into his Facebook and Kara saw on his news feed that Tai had made a post that he found Kara annoying. There were comments from other friends. Ari quickly turned off his Facebook. When Kara checked her own Facebook, she realized that Tai had changed his settings so that she couldn't see his posts.

Notes:

Bullying is defined as behavior that is repeated (or has the potential to be repeated), harmful and is directed toward young people who are perceived to have less power. Power in a relationship is often subjective and can come from a variety of sources – social networks, money, intelligence, size and strength, etc. Shifting the power dynamic in a bullying situation is an effective way to reduce / eliminate bullying. Participants who witness bullying (bystanders) may be the most powerful people in a bullying situation – their actions can either encourage or discourage the person who

is initiating the bullying. Throughout this activity, participants will discover that they not only are capable of putting an end to bullying, but they may be the best fit for the job.

Debriefing:

- Ask participants to discuss how each person in the scenario was possibly feeling – the initiator of the bullying (Tai), the recipient of the bullying (Kara), the friends/bystanders (Ari).
- Discuss the idea/concept of power in relationships. Each person in a bullying situation has a certain degree of power – what makes bullying 'bullying' is that the initiator has more power than the target (e.g. more friends, is physically bigger, is perceived to be smarter, etc).
- Discuss the power of the bystander; bystanders may be powerful in a bullying situation – their reactions and behavior can encourage or discourage the initiator.

Authorship/adaptation or source: BullyingFree NZ Week 2018 Activity Pack

bullying

14-17 years old

any group size

medium-length game

Agree or disagree?

Goals of the exercise: To enable participants to examine how they view bullying, challenge their thinking, and encourage discussion.
Age of the participants: 14+
Number of participants: any
Duration of the exercise: 30 minutes
Materials: A rope or anything that could set a limit or a boundary, sample statements list, 2 papers

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Step by step:

1. Draw a line on the floor, real or virtual, and place the words AGREE at one end and DISAGREE at the other end.
2. Read a set of statements out to the group and ask the participants to position themselves on the line depending on whether they agree or disagree with the statement.
3. Ask participants to volunteer their reasons for their choice; they are allowed to move along the line if they are persuaded by other people's opinions.
4. Remind the participants that there are no wrong answers and that respecting the opinions of others is important.

Below are some suggested statements, or you can develop your own to suit your setting or to address particular issues:

1. Spreading rumors about someone is bullying.
2. Getting bullied is a natural part of growing up; it's character building.
3. Bullying doesn't happen in my group / school.
4. Forwarding pictures or texts that upset people is bullying.
5. Always making fun of someone's hair is just banter.
6. It's their fault for not standing up for themselves.
7. A diverse participant group is more interesting and better for learning about life than a group where everyone is the same.
8. There's no point in participants challenging other participants who frequently use name calling, racist or sexist slurs and/or personal insults.

Debriefing:

- After listening to other people's opinions, did you change your own? If yes, why?
- Is it easy for you to change your opinion?
- Do you think that bullying is something that happens a lot around you? If yes, do you think you can do something to change that?

variable topics

all ages

small/medium group

medium-length game

Take a step

Goals of the exercise: To make participants recognize appropriate and inappropriate behaviors.
Age of the participants: 10+
Number of participants: any
Duration of the exercise: 20 minutes
Materials: A rope or anything that could set a limit or a boundary, sample statements list

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Step by step:

1. Discuss the meaning of when something 'crosses the line' – this means any inappropriate behaviors, words, tone of voice or actions.
2. Place the rope on the floor. Ask the participants to line up, side-by-side, with both feet on one side of the rope.
3. Explain that you will read sample behaviors that the participants might see or hear others do or say. If they think the behavior is 'wrong', ask the participants to step over the rope.
4. Let the participants know that they can make their own choice of what they think crosses the line.
5. Have the participants go back to their original positions before you read the next example.

Sample statements:

1. Saying, "There's room at our table. Sit here."
2. Saying, "Sorry, this seat is saved and it's not for you!"
3. Saying, "I really like the shirt you are wearing."
4. Saying, "Wow. Did you really mean to wear that ugly shirt with those horrible pants?"
5. Saying, "Only my friends can play this game with us."
6. Saying, "Sure, everyone can play. You just need to wait your turn."
7. Passing a note about a girl or boy in your group.
8. Helping someone pick up something they have dropped.
9. Whispering about one of your group mates in the hallway.
10. Telling an adult that someone called you or another participant mean names.
11. Laughing at the losing team on sports day.
12. Laughing at a funny joke a group mate tells.

Debriefing:

- How do you feel when somebody crosses the line?
- What do you do when somebody crosses the line?
- What do you do when you cross the line?

variable topics

all ages

any size of group

medium-length game

The Greatest Hero

Goals of the exercise: To explore the role of the bystander in bullying and how you can help prevent bullying; to understand what it means to be a bystander; to learn ways to prevent bullying when it is experienced by others

Age of the participants: 10+

Number of participants: 16+

Duration of the exercise: 40 minutes

Materials: A variety of arts and craft supplies such as (markers, pens, pencils, crayons, stickers, glitter and glue). 1 or 2 flip charts per group.

Step by step:

1. Part A (5 minutes)
2. In a larger group (or divide into smaller groups with one leader in each group) present the following questions for discussion.
3. What is a bystander?
4. Do you think bystanders can be neutral when they see others being bullied?
5. How do you feel when you see others being bullied?
6. What do you usually do?
7. What bystanders can do to stop bullying in their schools?
8. Part B (25 minutes)
9. Divide the participants into groups of 8-12 people. Give each group a box of arts & crafts supplies and 1 or 2 flip charts.
10. Tell them that their job is to draw “The Greatest Hero” or someone that can “STOP BULLYING IN A SINGLE BOUND!” Using the arts and crafts supplies they should draw an approximately life size person (if someone fits on the paper they can trace around them) and create their own super hero against bullying.
11. They should come up with a name for the person and draw what he/she would look like. On the side list the “stats” of the superhero such as those things that make this person able to stand up to a bully.
12. If time permits, ask each group to present their hero and some of its characteristics (if possible, stick the posters on the wall of the classroom and/or ask the teacher to follow-up the activity).

Debriefing:

- Process your activity asking some of the questions below to allow the group to express their opinion.
- What did you learn about the topic of bullying today?
- Can you think of times in your life when you or someone you know was bullied?
- How do you think being bullied makes people feel?
- If you or someone you know is being bullied what are some things that they can do for help or to stop the bullying?
- If someone started bullying you, who would you talk to about the situation? Who are the people that would help you?
- What does it mean to be a bystander? (Watching someone being bullied without stepping in or getting help.) Why are some people bystanders when it comes to bullying? How can you go from being a bystander to someone who helps the situation?
- Now that you know more about bullying what do you think you can do to make a difference at school? In which ways you could help someone who was being bullied?

Authorship/adaptation or source: Adapted by Associazione Culturale Strauss. Formerly adapted by Mark Mains, Extension Specialist for 4-H Youth Development, University of Kentucky from training materials supplied by Deana Reed, Extension Specialist for 4-H Youth Development, University of Kentucky. Originally adapted from “Breaking the Code” by Kansas State University Extension

bullying

14-17 years old

medium/large group

medium-length game

Bullying Thermometer

Goals of the exercise: There are many types of bullying. How do you decide which is worse or more harmful? This exercise explores the types of bullying behavior and encourages the participants to discuss them, their meaning and their impact. Learn different types of bullying behavior, discuss the impact of bullying, discuss how differences (gender, generational, social) can affect the perception of bullying behaviors.

Age of the participants: 13+
Number of participants: 16+
Duration of the exercise: 40 minutes

Materials: Cards containing the words written in the following groups

GROUP A	GROUP B	GROUP C	GROUP D	GROUP E
Harassment	Conflict	Rumors	Flirting	Sarcasm
Drama	Teasing	Isolation	Practical Joke	Hate Speech
Hazing	Pick-On	Demeaning	Terrorizing	Hitting
	Name Calling	Making a threat	Posing a threat	Intimidation

Step by step:

1. Part A (5 minutes)
2. In a larger group the facilitator should lead a SHORT discussion using the questions below. This portion of the exercise is to help the participants begin the discussion on types of bullying.
3. What are the types of bullying?
4. Are all types of bullying equal?
5. Do all types affect people in the same way?
6. Part B (25 minutes)
7. Divide the group into teams (8-10 people works well).
8. Give each team a set of the activity cards.
9. Ask them to go over each card and discuss what that method of bullying means. Ask them, as a group, to develop a definition of each word.

10. Once they all agree on what the different types of bullying mean, have them put the cards in order from the “coolest” type (least harmful) to the “hottest” type (most harmful).
11. Invite the groups to share the order of their cards with the larger group.

Debriefing:

- Process your activity asking some of the questions below to allow the group to express their opinion.
- What did you learn about the topic of bullying today?
- Do you think there are types of bullying that are more harmful than the other types?
- Can you think of times in your life when you or someone you know was bullied?
- How do you think being bullied makes people feel?
- If you or someone you know is being bullied what they can do to help or to stop the bullying?
- If someone started bullying you, who would you talk to about the situation? Who would help you?
- Now that you know more about bullying what do you think you can do to make a difference at school? In which ways you could help someone who was being bullied?

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cyberbullying

14-17 years old

small/medium group

medium-length game

Think twice online

Goals of the exercise: To identify online participation, roles and risks of exposure; To learn how to address hate speech; To understand what hate speech is and what are its forms.
Age of the participants: 13+
Number of participants: 4+
Duration of the exercise: 20 minutes
Materials: Presentation video, card boards, flip chart papers, colored markers, post-its, a laptop.

Step by step:

Introduction: 5 minutes

1. At the beginning, a one minute hate speech video will be showed to participants to introduce the idea of hate speech. The video can be found at the following link: http://bit.ly/2BxSbIt.
2. [The video is used to set the mood for the activity]
3. After the video, 6 cards are hanged on the wall which represent different online roles. The roles that have to be written on a piece of paper, are the following: creator, conversationalist, critic, collector, joiner and spectator.
4. Explain the roles to the participants and then ask them to place themselves in front of the role they identify with the most as online users.

Roles

1. creator – a person who creates/initiates new things on the social media (creates groups, starts initiatives, etc.)
2. conversationalist – a person who is present on the social media just to engage him/herself in conversations no matter what is the topic of the discussion
3. critic – a person who is always expressing unfavorable opinions of something on the social media
4. collector – a person who is collecting online information
5. joiner – a person who readily joins all the groups on the social media
6. spectator – a person who observes what the others are doing/writing on the social media

Procedure: 8 minutes

1. The aim of the activity is that each participant has to place him/herself beside one of the six cards, trying to answer to the three questions:

a. – What kind of online user are you?
b. – How do you feel when you are reacting to a hate speech online?

c. – How would you like to see yourself fighting hate speech online in 10 years from now?

2. Once each participant has placed him/herself close to one of the roles, and after having answered to each questions, they have to look around to see what are the group mates' answers, and where the other group mates have placed themselves.

Debriefing:

- After few minutes, the facilitator stops the discussion and makes a circle with all the participants, creating a reflection group.
- The facilitator guides a discussion, or a debate, on how which actions could be used in order to improve their level of participation in fighting hate speech online.
- All participants have to put in common their ideas on the wall at the end of the discussion, writing their answers and solutions on a flip chart.

Authorship/adaptation or source: SALTO Booklet of Project BRAVE – BUILDING RESILIENCE AGAINST VIOLENT EXTREMISM

cyberbullying

14-17 years old

any group size

medium-length game

Cyberbullying: ctrl+ alt + delete

Goal of the exercise: To raise awareness about what cyber bullying is, in order to understand the different aspects of the problem; To experience and reflect on the individual consequences (especially psychological) caused by cyber bullying; To develop a critical thinking on cyber bullying, to prevent and take action against it at different levels (personal, community, national).
Age of the participants: 13+
Number of participants: at least 4
Duration of the exercise: at least 20 minutes
Materials: A4 paper sheets, markers, post-its, pens, scissors, thread, glue, a laptop

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Step by step:

Introduction: 5 minutes
"Cyber bullying: Ctrl + Alt + Delete" is a role playing activity. There are two different stories on cyber bullying. In each story we have a "victim" and at least one "cyberbully". The facilitator gives each participant a paper with a role written on it, a white sheet with the name of their character (it would be better to draw a screen on the sheet because it symbolizes the screen of a computer, a smartphone, a tablet) and the picture of the character (pictures can be random, and can be found online).

Role Plays for the activity:

Situation A
1 A. You are Hannah, a 14 years old girl. You have posted some photos on Facebook and you have received sarcastic comments and insults regarding your weight and your skin color (your mother comes from India).
1 B. You are Samantha, a 14 years old girl. You have posted abusive comments on Hannah's Facebook photos because of her weight and her skin color (her mother comes from India).

INSTRUCTIONS: you are a cyberbully. You have to put the post-its with your comments on your victim or write them directly on the sheet she has in front of her as fast as possible, to simulate real life scenarios.

Situation B

2 A. You are Kenneth, a gay. You were bullied by your classmates and online as well. You have received death threats by phone. The bullying began with an anti-gay Facebook group, created by your classmates.

2 B. You are John, Kenneth's classmate. You created an anti-gay Facebook group and started bullying Kenneth, encouraging your classmates to do the same.
INSTRUCTIONS: you are a cyberbully. You have to put the post-its with your comments on your victim or write them directly on the sheet he has in front of him as fast as possible, to simulate real life scenarios.

2 C. You are Helen, Kenneth's classmate. You used your mobile phone to text messages including death threats to Kenneth. You also joined the anti-gay Facebook group created by your friend John in order to insult Kenneth more in public.
INSTRUCTIONS: you are a cyberbully. You have to put the post-its with your comments on your victim or write them directly on the sheet he has in front of him as fast as possible, to simulate real life scenarios.

2 D. You are Ben, Kenneth's classmate and friend. You are influenced by your classmates, especially John and Helen, who initiated an anti-gay campaign against Kenneth. Even though you are Kenneth's friend, you find it difficult to resist the pressure from your classmates and from time to time you insult Kenneth at school and online because of his sexual orientation.
INSTRUCTIONS: you are a cyberbully. You have to put the post-its with your comments on your victim or write them directly on the sheet he has in front of him but not as fast as the other bullies.

<u>Procedure: 8 minutes</u>

Participants read their paper, but they are not allowed to show it to the others. After reading, they put the sheet with the name around their neck and they start acting.
The cyberbullies have to search for their victims and start quickly harassing them using post-its (attaching them on the body of the victim) or writing directly on the sheet of their victims.
The victims are free to react as they want.

Debriefing: 7 minutes

- After few minutes, the facilitator stops the activity, gets the participants out of their roles and makes a circle with all the participants, creating a reflection group. The facilitator guides the debate through questions both for the victims and the bullies, especially based on how they felt, what they thought cyber bullying is and how they can act against it. The facilitator, who leads the debriefing, can ask the participants the following questions:
- How did you feel?
- Was it difficult to be a victim/a bully? If yes, why?
- Can you think of times in your life when you or someone you know was affected by cyber bullying?
- What does it mean to be a bystander (watching someone being bullied without doing anything to stop it)?
- Why are some people bystanders? Why do people prefer not to intervene?
- What should the ordinary citizens do in order to act against cyber bullying rather than to be bystanders?
- After the reflection group, the facilitator says that the stories of the victims are inspired by real events, and gives a definition of cyber bullying.

Authorship/adaptation or source: SALTO Booklet of Project BRAVE – BUILDING RESILIENCE AGAINST VIOLENT EXTREMISM

variable topics

14-17 years old

any group size

medium-long game

Sculpting violence/ bullying

Goals of the exercise: Raise awareness among the participants about the issue you want to tackle
Age of the participants: 13+
Number of participants: any
Duration of the exercise: 40 minutes minimum

Materials: open space

Step by step:

1. Divide the participants in groups with people they want to work with (the groups do not have to be the same number) and give them a task to discuss about bullying/violence/discrimination (any topic you want to address) and to create sculptures that will present situations representing the topic (you can tell them to present a certain type of violence or they can choose one).
2. When all groups are ready, create a space like a stage where all the participants can see it and give them the stage to present the sculptures.
3. Ask the sculptures to stay for some minutes so all the participants can see them well.

Debriefing

1. After some minutes open a discussion asking the other groups and the presenters about the sculpture: what do you see? Who is the bully in the situation? What is the violence? Is there a solution for the problem? If yes, ask people to change with some of the sculptures or change the look of the sculpture. Let them free if they want to add more people in the sculptures. But also ask them what does the new sculpture present and what is the solution they offer.
2. Ask the participants how they enjoyed the exercise. If it was difficult for them to see the sculptures and react on them?
3. At the end ask them how often do they take the initiative to help people being violated/bullied and how do they help?

Authorship/adaptation or source: unknown source, adapted by Association PEL

variable topics

14-17 years old

any group size

medium-length game

Violence/bullying in the media

Goals of the exercise: To show the participants that there are different ways of expressing their feelings and opinions
Age of the participants: 13 years +
Number of participants: any
Duration of the exercise: 40 minutes

Materials: magazine/newspapers, flip chart, scissors, glue, markers

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Step by step:

1. Divide the participants in smaller groups.
2. Give them a set of magazines, daily newspapers and ask them to make a collage of violence vs non – violence from the pictures or words they see in the magazines.
3. When all groups finish the task, ask them to present their collage and its meaning.

Debriefing

1. After all collages are presented, open a discussion about how does media present violence/bullying.
2. Is the violence/bullying present in the media very often? What types of violence do they present?
3. Do they give information on how to solve it/target it?
4. How should media address the problem and help children or young people in this matter?

Authorship/adaptation or source: unknown source, adapted by Association PEL

variable topics

14-17 years old

any group size

medium-length game

Violence

Goals of the exercise: To raise awareness among the participants about the types of violence/bullying that exist and to make them think about the ways in which they can contribute to stop or prevent it.
Age of the participants: 13 years +
Number of participants: any
Duration the exercise: 40 minutes
Materials: choose a set of pictures from internet/magazine/ newspaper (you can also print the pictures. Choose pictures that present emotional abuse, neglect, and physical abuse. Post it notes in different colors, markers, flip chart.

Step by step:

1. Introduce the topic of violence/bullying to the participants. What is it? What are the different types/ways of violence? Why do they think people bully? How does this affect the community?
2. Than, divide the participants in groups in equal number. Groups should not be bigger than 5 people in a group.
3. Give each group different set/selection of pictures where different types of violence are presented.
4. Tell them their task is to talk within their group about the types of violence they can see on the picture, and if they can imagine what the person on the picture is facing with. Than together as a group, to think of who and how can help them (ex. Friend, parent, teacher, police, counselor, etc.) and to write that down on a flip chart.
5. Ask them to present the pictures, the violence they have noticed and the solutions (flip chart) for one or more pictures they have.

Debriefing:

1. How did you feel during the activity?
2. Were the pictures, situations on the pictures difficult for you, which ones and why?
3. Do people being bullied/violated need help and support and if yes, why?
4. What do you think are the reasons people bully?
5. What should they/any person do if they are being bullied?
6. Who to ask for help and support?
7. What can we do to help people who bully to change their behavior?

Authorship/adaptation or source: unknown source, adapted by Association PEL

variable topics

14-17 years old

any group size

medium-long game

Bullying

Goal of the exercise: To raise awareness among youngsters about the seriousness of the bulling actions, and to make them think how they can solve the problem if they come across this kind of situations
Age of the participants: 13+
Number of participants: any
Duration: 30 minutes – 1 hour
Materials: participants can be creative and use materials from the classroom

Step by step:

1. The task of the participants is to present one bulling situation from their everyday life in school.
2. Divided in groups, they have to make one short theater play about the bulling situations they face or see and have to solve this problem without taking violent actions in solving the problem.
3. All the participants are involved in this exercise and they must show the most common bullying situation that's happening in their schools.
4. The message from this exercise is to see the situation from the other side and to be observer, but also to be a person who takes actions in these situations. The participants should create the theater play using their creativity and imagination.
5. Give an opportunity to the other groups to give solutions after each theater play.

Debriefing:

1. How did they feel while doing this exercise?
2. How hard it was for you to present such situations?
3. How did you feel while taking action to solve the problem? Was it easy/hard for you to react to the situation?
4. Finish the exercise by having energizer where they will step out of their roles from

Authorship/adaptation or source: unknown source, adapted by Association PEL

gender equality

14-17 years old

large group

medium-long game

Earthquake

Goal of the exercise: The goal of this exercise is to re-examine boys and girls' identity and to determinate the gender equality.
Age of the participants: 14-17 years
Number of participants: 30
Duration of the exercise: 40 minutes

Materials: paper/flip chart paper and pens

Step by step:

1. Divide the participants in two groups: boys and girls.
2. Give them two sheets of paper to write down the things that come on their mind when they hear "what are girls like" and "what are boys like". One paper is for one topic.
3. Ask them to present their papers and after both groups present, open a discussion by asking the participants what are the differences they can notice on the two papers.
4. From this exercise they will notice how they look on the other gender and how they look on their gender.
5. Guide the participants to share examples of persons that are quite contrary of the things that are written on the papers.

How the papers might look:

From the girls' group		From the boys' group	
What are the girls like?	What are the boys like?	What are the girls like?	What are the boys like?
Good, friends, warm, strong, beautiful, ordinary, gentle, smile, smart, stubborn, angry, curious, proud, quiet, caring, funny, stupid	stubborn, with muscles, harsh, strong, weak, sometimes scared, gentle, actors, little boys, angry, caring, fighters	caring, emotional, responsible, strong caring, super, beautiful, quiet	responsible, strong, physical strong, restrained, fast, leaders, speaking loud, making wars

Debriefing:

- Ask them if they are presented by the things written on the flip chart and how do they feel that somebody thinks for them or sees them in such way.
- Why do we give such adjectives to the others/other gender?
- What are prejudices based on?
- The workshop can finish with presentatio of the trainer about prejudices and stereotypes, gender misinterpretations.

exclusion

14-17 years old

large group

medium-length game

Insider / Outsider

Goals of the exercise: To see the prejudices and the exclusion, how they affect us and how we can solve them.
Age of the participants: 14 – 17 years old
Number of participants: 30
Duration: 40 minutes
Materials: none

Step by step:

1. Split the participants in two equal smaller groups.
2. One group is going outside the room and the other group is staying inside.
3. The trainer that is staying with the group inside the room is telling them jokes, stories, etc.
4. The group that is outside is just waiting to be called to enter.
5. The group inside is asked not to tell to the other group anything about what was happening in the room.
6. When the group that was outside, comes in, they start conversation about something that is not related to anything.
7. Then after a while the group that was outside is asked how they feel about that they were not involved in the conversation with the group from inside.

Debriefing

1. Open a discussion with the questions: What were you doing outside of the room? Did you feel punished for staying outside? Did you felt insulted?
2. What do you think is the reason you were excluded? How do you feel about the group inside?
3. Guide the discussion towards real life and how does it feel to be left out?
4. Have we encountered such situation and have we or anybody else tried to change the situation with a positive outcome? What should we do?

Authorship/adaptation or source: unknown source, adapted by Association PEL

(non-)violence

14-17 years old

small group

medium-length game

What is violence and what is not

Goal of the exercise: To learn to recognize the words and their meaning, to learn what is violence and what is not and to see what children think about it.

Age of participants: 14-17 years old
Number of participants: 10
Duration: 30 minutes
Materials: paper and pens

Step by step:

1. Put 20 papers on which are written words associated with violence or non violence on the floor.
2. Every participant has to take few of them and put them on the wall where it's written, "its violent" and "its not violent".
3. After all the papers are stick on the wall the trainers start a discussion.

The words:

Associated with violence: Power, Hate, Aggression, Fear, Discrimination, Weakness, Stone, Control, Crying, Yelling
Associated with non-violence: Friendship, Love, Trust, Help, Caring, Peace, Flower, Strong, Freedom, Smile

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Debriefing

1. Do you think the violence is very present in our society?
2. Why did you associate these words with violence or non-violence?

Authorship/adaptation or source: unknown source, adapted by Association PEL

respecting differences

14-17 years old

medium/large group

medium-length game

Respecting the differences

Goal of the exercise: To show the differences of the other person and to teach the participants to respect them.

Age of the participants: 14-17 years old

Number of participants: 10 and more

Duration of the exercise: 30 minutes

Materials: paper and pen

Step by step:

1. Split the participants in couples.
2. Every couple has a task to write down few differences from their partner and talk about how the other is reacting on these differences.
3. Give the participants time as much as they need, since it is important for them to discuss and discover more.
4. Than all couples present their differences in front of the group and share how they accept the differences and manage them.
5. The trainers should take actions in showing the meaning of the differences that exist in every part of us, in every part of the world.

Debriefing

1. Do you think differences are important? Why?
2. Do you easily accept differences?
3. Does it matter if your friends are different from you?
4. Are there some differences that can prevent you from being friend with somebody? If yes, which ones and why?

Authorship/adaptation or source: unknown source, adapted by Association PEL

variable topics

14-17 years old

large group

long game

Handling conflicts

Goal of the exercise: To show different types of solving problems, different ways of handling with a conflict situation. Through examples of everyday life, the participants should show how they would react in a particular situation and in the same time what the other participants think about that reaction.

Age of the participants: 14-17 years old
Number of the participants: 18
Duration of the exercise: 1 hour
Materials: None

Step by step:

1. Divide the group in 3 smaller groups with 6 members in each group.
2. Every group will get one paper in which is written the conflict situation.
3. The groups should make theater according to the conflict situation they got on the paper and then they should present a solution they came up with in the group.
4. After each theater play, the other two groups are evaluating the solutions and share how they would react if they were in their position.

Type of scenes

- Bulling
- Fighting
- Making jokes in front of the other pupils

Debriefing

1. What do you think about this game?
2. Did you learn something? If yes, what?
3. Was it easier for you to come up with a solution in a group? Why?
4. In a conflict situation, do we usually react as we think we would?

Authorship/adaptation or source: unknown source, adapted by Association PEL

variable topics

14-17 years old

large group

medium-length game

Scale of violence

Goals of the exercise: To check our attitudes towards violence, i.e. how you treat violence and what does violence mean to you. Are you on the top of the scale of the violence and you support violence, or you are on the bottom of this scale so you are judging violence in every form of it.

Age of the participants: 14-17 years old
Number of participants: 30
Duration of the exercise: 30 minutes
Materials: Papers in two different colors (green and red)

Step by step:

1. The trainers already have the statements about the violence, so they are reading them in front of the group.
2. The participants have in their hands few red and few green papers. With the green one they show that they agree with the statement, and with the red one they show that they disagree with it.
3. After the trainer reads a statement, the participants should put one of the colored papers on the wall.
4. In the end you will have wall full with colored papers.
5. If most of them are red that means that the violence in the group is on high level, and if there are more green papers that means that the level of violent thinking in the group is low.

Types of statements

- If I see my friends are fighting, I will split them and make the conflict disappear through conversation.
- If someone is crying at school I will call my friends and make jokes of him/her.
- If I see that the boys are making fun of the girls I will go and yell at him.
- If someone tries to fight with me I will fight back.
- Real friends will always help you when you are in trouble.
- If my friend and I have different opinion for something that doesn't mean that I'm right.
- If I see that someone is making fun of my friend I will always find peaceful way to solve the problem.

Debriefing:

- Have you ever been a witness to such situations? If yes, how did you feel about it?
- What do you think can be done to prevent violence?
- How can we all contribute to prevent violent situations?

teamwork

14-17 years old

large group

long game

Puzzle

Goals of the exercise: To encourage teamwork among the participants by giving them a specific goal.

Age of the participants: 14-17 years old

Number of participants: 25+

Duration of the exercise: 1 hour

Materials: 5 envelopes and small forms of squares and triangles which will be used for making a puzzle. (PDF)

Step by step:

1. Divide the participants in 5 groups. Each group should have 5 members. The others are observers.
2. Give each group one envelope with the forms of squares and triangles inside. They have to make a puzzle out of these forms where the final picture is a big square.
3. The participants can communicate only in their group. It is not allowed to talk to the other groups or to change the forms from the envelopes.
4. The observers are also involved in this exercise but only to check out if everybody is respecting the rules and how is the teamwork between the members going. The groups should try to make the square as soon as possible but the point is to work together.
5. At the end of this exercise open a discussion.

MATERIAL:

Cut each square in specified parts from A-Z. Then certain parts should be placed in special envelopes:

Envelope 1: A, V, Z, J
Envelope 2: A, A, A, D
Envelope 3: S
Envelope 4: G, C
Envelope 5: B, V, C, E

Debriefing

1. How did you feel in your group?
2. What did you do?
3. Did you contribute in your group?
4. Did you respect the rules?
5. Did someone in your group what to be a leader?
6. What is the opinion of the observers?

Authorship/adaptation or source: unknown source, adapted by Association PEL

variable topics

14-17 years old

medium/large group

medium-length game

Non-violent communication

Goals of the exercise: To identify the ways of communication that are disturbing or not disturbing the participants in their schools. To teach the participants about the techniques of non – violent communication. To develop skills for non – violent communication.

Age of the participants: 14- 17 years old

Number of participants: 15 to 20 participants

Duration of the exercise: 40 minutes

Materials: two hammers

Step by step:

1. Place the two hammers on the wall and on the first one write "what I like the most in the communication with my friends" and on the second one write "what I don't like in the communication with my friends".
2. Everyone has to write their thoughts/feelings on the hammers.
3. After they finish the writing, the group will continue with the discussion and explanations by the trainers about violent and non-violent communications, how to pass the conflict situations and how to have bigger threshold of tolerance.

Note

This exercise is showing the problems that occur by the violent communication and the punishments that it causes. In this exercise the trainers are explaining the meaning to respect your friend, the meaning of respecting the difference and not using power of violence.

Examples of feelings/thoughts for encouraging the participants:
He/she is very friendly, Patience, Always helping, Trust, Angry, Violent, Smiling, Likes the same things as me, Stubborn, Not carrying, Gossiping, Loyal, Honest, Listener, Good friend, Nervous, Kind, Respect, Liar, Sense of humor

Debriefing

1. What are the forms or shapes of violent and non-violent communication?
2. What is that way of communication that hurts your friend and makes him/her use violence?
3. How to help your friends not to use violence in school?
4. What should the punishment be for the children that are using violence in school?
5. How to be a good pupil with good behavior?

Authorship/adaptation or source: unknown source, adapted by Association PEL

variable topics

14-17 years old

large group

medium-length game

Tree of expectations

Goals of the exercise: To show participants' expectations and fears related to the topic – violence against children. To involve them in the process of recognizing what is fear and what is expectation.

Age of the participants: 14-17 years old

Number of participants: 30

Duration of the exercise: 40 minutes

Materials: sheets of paper, pencils, two hammers

Step by step:

1. All participants take two sheets of paper.
2. On the first one they write the expectations and on the second one they write the fears from the training dedicated to violence and non violence.
3. When they all finish, they stick the sheets of paper on the two hammers on which is written "expectations" and " fears".
4. When all the sheets of papers are placed on the hammers, start a discussion where all of the participants should share their opinions and feelings regarding the topic.

Note

This exercise can help the trainers to get to know their group better. It is also useful to do it in the beginning of the training because the participants can create a connection between each other by expressing themselves on the given topics.

Examples of feedback

Fake harmony, Conflict, To learn how to pass the conflict situations, To be awarded for my good behavior, Not to get punishment from the teacher, To respect my friends in school, Going to school without fear

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Debriefing

1. Is the violence against children present in our society?
2. Have you ever been a witness to a violent situation against a child? If yes, how did you feel about it?
3. What can we do to prevent it?

Authorship/adaptation or source: unknown source, adapted by Association PEL

variable topics

14-17 years old

small/medium group

medium/long game

I (dis)agree

Goals of the exercise: Face our fear of the unknown, develop an interest in new things, define ourselves

Age of the participants: 13+

Number of participants: 5-16

Duration of the exercise: up to 60 minutes

Materials: a game token for each player, a game board and a set of cards (see *Building the game*)

Step by step:

1. All participants choose a game token (game piece, a card with a name/picture) and sit around the game board.
2. One player draws a card from the question deck and reads the question aloud. (It can be the facilitator, or the players can take turns.)
3. Every player places their token on one of the designated "opinion" positions.
4. The players discuss their answers. Why did they choose this opinion? During the discussion, the players may change their mind and move their token to a different position.
5. Everyone takes back their token, and another card is drawn.
6. The game continues as long as required (or until there are no more cards).

How to create the game set

The game consists of a board and a deck of cards. We prepared printable PDFs of the cards (A4 card sheet) and the board (A3 version, A4 version), but you can of course create your own.

The board

The board has 6 designated positions – one for the deck of question cards and six "opinion" positions for the player tokens. The opinions are:

- I agree!
- I mostly agree.
- I don't know…
- I mostly disagree.
- I disagree!

The cards

Create a deck of cards with statements which the participants will be expressing their opinions on. The statements are:

- Sometimes I really wonder about my identity.
- The division of gender makes life/love interesting!
- I can say precisely what my preferences and opinions are.
- I am sure that I will never fall in love with a person of the same gender.
- The people of the other gender will always be a mystery to me.
- I'm strong only with my partner.
- I often have inhibitions around a stranger.
- I can imagine life without classification in (two) sexes, gender etc.
- Man-woman relationships are necessary to ensure the survival of mankind.
- I think it's important that everyone can live the way they want.
- If we love each other enough, the question of power does not matter in a relationship.
- It matters a lot in this society, whether I am male or female.
- Heterosexuals are foreign to me.
- Gender symbols such as clothing, hair, etc. make it clear to others where I belong.
- Gender is an important thing for your own identity.
- I find playing with gender roles interesting.
- I think the "gender deconstruction" is at the moment a typical fashion theme.
- Adaptation to the social conditions is a virtue.
- I can't understand people who get an operation to change their bodies to follow their felt gender.
- Non-socially compliant people should stay in their subculture.
- My life is preordained of my innate gender.
- Traditional gender identities confuse me!

You can modify or add your own questions to create a personalized deck, for example depending on the age group.

Debriefing

After the game, the participants discuss their experience. Here are some questions for the discussion:

- Why is the unknown so scary to us?
- Can we overcome our fears by gathering as much information as possible?
- Is learning more about the strangers around us enough to guard against prejudice?
- How much self-confidence do people, groups, states and cultures need to tolerate and respect what is different?
- What requirements does tolerance or acceptance have?

Authorship/adaptation or source: adaptation of a "line game" from Compass: Manual for Human Rights ("Where do you stand?")

cooperation

all ages

medium/large group

medium-length game

Hot wire

Goals of the exercise: To strengthen the capacity for cooperation and communication

Age of the participants: 10+

Number of participants: 10-30

Duration of the exercise: 30 minutes

Materials: Rope (possibly with small bells), can be played both inside and outside

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Step by step:

1. A rope is stretched at a height so that the participants can't just climb over it, but still are able to reach the other side without any tools (ladder, chair, etc.).
2. The side where the participants start shouldn't allow them to jump easily over the rope (for example, put the rope close to a wall so that they won't be able to jump).
3. Participants are given the task to transport all group members to the other side of the rope in a limited time (3 to 5 minutes) without touching it (if they touch it, the bells that are attached to the cord ring).
4. If the line is touched, all participants have to go back to the start and try again. The time keeps running.

Notes

From our experience, boys first try to solve the problem on their own. However, since the task is only completed when all participants are on the other side, the group usually fails during their first attempt. Only when the group (usually with the support of the facilitator) determines at what point each of the participants is safely handed over and received on the other side, the task can be solved. The exercise becomes more exciting when it is connected to a story and combined with other exercises.

Important

Jumps over the line should be prevented (risk of injury). You can adapt the duration according to the situation.

Debriefing

1. What is this exercise about?
2. What it difficult? If yes, why?
3. Did you have confidence in the others?
4. What does the exercise have to do with social skills?

Authorship/adaptation or source: author unknown, adapted by Roter Baum

variable topics

all ages

group of any size

medium-length game

Snap

Goals of the exercise: a small exercise or demonstration of concentration, tension, relaxation and how strong group influence can be

Age of the participants: 10+

Number of participants: 4+

Duration of the exercise: 30 minutes

Materials: bottle and ping-pong ball

Step by step:

1. The ping-pong ball is placed on the mouth of the bottle. The rules for the task are this:
   - Run to the bottle as fast as possible.
   - Without stopping, flick the ball off the bottle with your fingers.
2. Most participants will be unsuccessful. On the second and the third round, if the participants stick to the rules, they will still be unsuccessful; the built-up pressure actually increases the error rate.
3. After this, the group discusses why hardly anyone can snap the ball off the bottle.
4. In the next round, the rules are changed – now are instructed to snap the ping-pong ball slowly. New rules:
   - Walk up slowly to the bottle.
   - Take a deep breath and relax your shoulders.
   - Snap the ball off the bottle.
5. This time, most of the participants will snap the ball off the bottle successfully.

Debriefing

1. This experience can be transferred to real-life situations. Ideas to consider:
2. The power lies in calmness.
3. Who sets the rules? How do I adapt to this?
4. Can I get carried away?
5. Do I change my strategy, or keep trying to overcome the failure?
6. This experience can also be applied to non-formal learning itself:
7. Changes and new learning do not come with pressure
8. Everyone has to find their own way
9. Everyone has the right to their own point of view

Authorship/adaptation or source: unknown source, adapted by Roter Baum

inclusion / exclusion

14 - 17 years old

medium / large group

medium / long game

In or Out

Goals of the exercise: A discussion about affiliation and exclusion; to experience consequences of exclusion; to recognize one's behavior in situations when they're excluded; to experience how belonging to an exclusionary group brings positive emotions; to recognize that being the excluded minority hurts much more than the majority thinks

Age of the participants: 13+

Number of participants: 12+

Duration of the exercise: 45 minutes

Materials: none

Step by step:

1. Two or three participants leave the room. It is important that the participants do it voluntarily. Two other participants carefully observe the game and take notice of everyone's actions. All other participants form groups of 3 – 5 people. They are asked to find and make an interesting and controversial common discussion.
2. The task of the groups is to either exclude, accept or ignore the participants who are waiting outside, once they return. The three participants are instructed to return to the room and try to join a group.
3. The groups should be far enough from each other in order to be clearly distinguishable. The exclusionary groups may get additional tips on possible behavior:
4. be chilly and repellent,
5. stop talking when the new ones approach,
6. break apart and gather elsewhere when approached by the newcomer,
7. arrange a code (for example a cough, a head shake when saying "we", a certain laugh), to show that the new person is not privy to the discussion.
8. Replace keywords with other terms (e.g. "read a book" for "smoking", "book" for "cigarette", etc.).
9. The game takes about 10 minutes. The "excluded ones" can decide how to enter the room – alone (one by one or simultaneously) or together as a group.

Debriefing

In the following evaluation the “excluded ones” should be interviewed first:

- What is it like to join a group and not be included?
- What is it like to become part of the group?
- What strategies did you try? How did the groups react?

Then the exclusionary groups should be asked:

- What is it like to be part of a group that excludes?
- How easy or difficult it was to reject others?

Then the observers are asked:

- What have you observed?
- What is it like standing outside?

And some questions for all:

- Do you know such situations from everyday life? From what context?
- Can these experiences be transferred to real life? (Codes: branded clothing, specific language, welcome rituals, smartphones, etc.)

Authorship/adaptation or source: http://baustein.dgb-bwt.de/B2/InOut.html

variable topics

all ages

medium / large group

medium-length game

Confrontation exercise Duplo

Goals of the exercise: to find out how different the ways of communication are, how differently people listen or react to certain ways of communication

Age of the participants: 10+

Number of participants: 30

Duration of the exercise: 30 minutes

Materials: Duplo chocolate

Step by step:

1. Create two groups.
2. One group gets a Duplo (or another chocolate bar) per participant, with the order not to give it away or divide it in any way.
3. The second group gets the task to try and persuade the first group members to give them their Duplo.

Note

1. Everything is allowed except physical violence, insults and personal verbal abuse.

Debriefing

1. What was your task?
2. Who managed to complete the assignment?
3. What was it like not to achieve anything, even with your best arguments?
4. What was it like to stay hard and unyielding?

Duplos are consumed together!

Authorship/adaptation or source: Tilo Brenner, „Cool bleiben statt zuschlagen“, 2002, revised by B. Sinapius

variable topics

14 - 17 years old

group of any size

long game

Insult scale

Goals of the exercise: To discuss feelings and perceptions in class
Age of the participants: 13+
Number of participants: 4-40
Duration of the exercise: 45-90 minutes
Materials: Pens, scrap paper, A3 sheet or wallpaper, chalkboard, sticker dots

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Step by step:

1. Each participant is given a sheet of paper and they are all asked to write insults and expressions which personally offend them, make them angry or aggressive. For the individual work, they have around 5 min.
2. Everyone should be aware that the discussed curse words will be serious and possibly very personal. The more clear and "scientific" the approach will be, the better the exercise will work.
3. The sheets are collected, read aloud and all the insults are written on the blackboard (possibly marking how many times they were used).
4. Then, you will choose 10 different insults that were mentioned the most. These should be discussed, in order to clarify their meaning within the group. You can also ask the participants how they feel about those words.
5. Then, a voting takes place. Each participant has to select the 4 out of 10 insults he/she thinks are the worse. The voting should be secret (taking turns, turning the blackboard around, etc).
6. Relatively quickly, the opinion of the class becomes visible on the board. After the voting, you can make a deal with the participants not to use the top three words in the class anymore. The words are written down on a separate A3 paper and visibly displayed, the class agrees on a punishment for using them, and the deal is signed by all participants.
7. During the voting, the participants could additionally mark expressions with which they were personally insulted before. This could lead to a discussion of different reactions to words, which can be related to different backgrounds and life stories.

Debriefing

1. In the evaluation session, the participants can reflect on how they enjoyed the exercise, formulate new findings and find new topics.
2. If the class made a deal, they must strictly stick to it. The class representatives can be involved in this task.
3. How did you enjoy this exercise?
4. Why these insults and expressions offend you?
5. Are there some words that you personally find offending, while the others not. If yes, what is the reason behind it?
6. Do you believe we sometimes insult people without being aware about it? How can we change that?

Authorship/adaptation or source: Tilo Brenner, „Cool bleiben statt zuschlagen“, 2002, revised by B. Sinapius

variable topics

14 - 17 years old

group of any size

medium / long game

Her/history

Goals of the exercise: to get to know each other, which is also well suited for groups who already know each other and want to continue working together/ self-reflection to know each other, self-reflection on migration and (own) origin

Age of the participants: 13+

Number of participants: 4-30

Duration of the exercise: 40-60 minutes

Materials: pens, paper (if possible DIN A3), questionnaire (s.u.)

Step by step:

1. All participants are asked to draw a tree on a large sheet of paper. The tree top symbolizes their own life and experiences, the trunk their parents', and the roots their grandparents or ancestors.
2. The facilitators ask a series of questions.
3. The participants should answer these questions, placing the answers in the treetop.
4. Then, they should try to trace the answers "down to the roots". For example: my eyes are brown, just as my mother's and my grandmother's.
5. After everyone is done, the participants present their posters.

Possible questions:

- I am the …
- I call myself …
- I am born …
- My strengths are …
- Languages that I can …
- My values are …
- I live with … together.
- My goals …
- The most important person for me is …
- My personal motto is …
- That gives me strength …

Note

- Findings from the exercise can be taken up again in the working with the class/ work with the group, e.g. when it comes to group affiliations, self-attributions and foreign attributions, prejudices as well as constructions of “people”, “nation” or other identities.
- The method encourages participants to talk about themselves. The proposed questions are formulated in such a way that they do not query identity or categorizing concepts (migration background, girls, boys …), but rather offer the possibilities to describe realities in life. The point is to discuss personal attributes, not to find new groups to assign people to. (e.g. “I have brown hair”, not “I am a member of a group of brown haired people”). It’s possible for a person to have multiple attributes, without creating groups along these attributes.

Debriefing

- Where did you get your values from?
- How did your parents/grandparents influence you?
- Can your strengths help you reach your goals?
- Does your family have a motto?
- Is your most important person also a role model for you, to what extent?
- Which field / Which question did you miss?

Authorship/adaptation or source: http://portal-intersektionalitaet.de/forum-praxis/methodenpool/gute-nachbarschaft/2012/her-history/

variable topics

14 - 17 years old

group of any size

long game

Like in real life

Goals of the exercise: To learn how racism and discrimination take away the opportunity to develop and to experience things; to learn about the unequal distribution of rights and opportunities (by gender, origin, skin color, appearance, age, health, education level…) and its impact on our life and career; to learn empathy towards the role of the weak and strong in the society, discuss competition

Age of the participants: 13+ / very good practice for facilitators

Number of participants: 6-20

Duration of the exercise: 60 Minutes

Materials: space – all participants must be put side by side and they should have enough space to walk forward; all participants need one prepared role card

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Step by step:

1. The participants line up next to each other. All receive a role card. In the next 3 minutes, the participants try to internalize their roles. They should ask if they do not understand something about their role.
2. The facilitator announces that they will be asked series of questions. All participants should give an answer to each question, according to their role. If they answer the question with "yes", they take a significant step forward; if they answer with "no", they stay in their position. What is more important here is the subjective assessment not the knowledge or the "getting it right".
3. At this point of the exercise the facilitators become also moderators. One person can read the question aloud and the other person asks the participants about their decision: why did you take a step forward? Why did you remain standing?
4. When the participants answer for the first time, they should say what role they're playing. Especially with large groups, not everyone can always be asked. At least three people should be asked after each step. After four steps, every participant should be asked at least once.

Possible Questions

Can you…

- buy a car insurance?
- spend a holiday home?
- expect a fair treatment from the police when trying to report a theft?
- get a bank loan for renovation of a rented apartment?
- plan a family?
- get dental treatment if you want?

- feel safe on the street in the dark?
- expect sympathy and support from your family?
- plan 5 years in advance?
- buy life insurance?
- kiss your partner on the street?
- join the local tennis club?
- vote at the next local election?
- come without any problems to any disco?
- ask your landlord for help if your neighbors are constantly noisy at night?
- choose your place of residence?
- have your child attended the municipal kindergarten?
- practice your religion openly and without problems?
- assume that you or your children do not get discriminated at school or elsewhere?

Role cards

Note: These suggested roles are examples. Depending on the composition of the group, a few or many of the roles may be changed or replaced.

- Computer specialist, Indian nationality, 33 years, single.
- A semi-skilled female fine mechanic describes herself as having “Turkish mentality”, 56, married, 4 children.
- A 30-year-old skilled worker, fixed employment contract (18 months), single, German.
- A 45-year-old electrician, German, married, 2 children.
- A 35-year cleaner Iranian refugee, male, single.
- A 39-year-old trained metalworker, learned psychologist, Kazakh nationality, single parent of 1 child.
- A 23-year-old bank clerk, Turkish origin, Muslim, single.
- A 17-year-old apprentice of communication electronics, Kurdish origin, single.
- Severely disabled man in a wheelchair, gatekeeper, 51 years, single, German.
- An 18-year-old Moroccan skilled laborer without a high school diploma, single.
- A 42-year-old unmarried Filipino nurse, single.
- A 35-year-old single German nurse, 1 child.
- A 17-year-old carpenter trainee from Thuringia, engaged.
- A 20-year telecom apprentice, will not be hired after training.
- A 19-year-old punk, works in a pub, single.
- A 40-year-old black German, teacher, 2 children.
- A 35-year-old blind man, musician, German, divorced, 1 child.
- A 38-year-old lesbian mother of 2 children, saleswoman, German.
- A 40-year-old Polish seasonal worker, married.

- A 20-year-old pregnant woman in maternity protection, German, HIV positive, single.
- A 19-year-old Turkish high school graduate with a mixed background.
- An 18-year-old German commercial student with good grades.
- A 26-year-old Ghanaian asylum seeker, no employment permission, single.
- A 28-year-old non-working woman from Thailand, married to a German bus driver.
- A 32-year-old German owner of a barbershop.
- A 32-year-old homeless and unemployed tiler.
- A 46-year-old Kurdish owner of a kebab food stand.
- A 17-year-old high school graduate, German, single, wheelchair-bound.
- A 22-year-old game addict electrician.
- A 75-year-old pensioner.
- A 19-year-old Jewish student of the 12th grade.

Debriefing

After the last question, all participants remain in their place for the evaluation. Topics to discuss:

- How did you feel in your role?
- What is it like to finish first? What is it like to always be behind?
- Which questions were particularly memorable for you?
- On which questions did you/did you not move forward?

Before the second part of the evaluation, give the participants a short time to "shake out" and get back to reality from their role.

The further evaluation may be carried out together, sitting in a circle. (You can also divide the participants into small groups according to their position in the playing field – front, middle or back.)

Now the game experience should be compared with the reality:

- How were you limited in your actions in the respective roles?
- What did you learn about the living conditions of different groups in the society?
- What was unclear to you? Why are people moving forward? Or not? (Meaning of passport, skin color, gender, sexual orientation age, religion and social status)
- What are the possibilities for changing their situation? Which groups have influence, and in which way?
- What should be changed? What can we change?

The team could document the results of the discussion on the wall/ newspaper.

As in real life, this can be adapted to a wide variety of areas and specific exclusion mechanisms and discrimination (work/gender/education).

Authorship/adaptation or source: http://portal-intersektionalitaet.de/forum-praxis/methodenpool/gute-nachbarschaft/2012/her-history/

variable topics

14 - 17 years old

medium/large group

long game

Power flower

Goals of the exercise: Reflection of one's own social position, confrontation with one's own (lack of) power and privilege, thematizing societal power and socially constructed difference lines, developing a responsible and constructive approach to your own power and your own privileges

Age of the participants: 13+

Number of participants: 12-20

Duration of the exercise: 60 Minutes

Materials: one copy of the worksheet "Power-Flower" per person, colored pencils, flip-chart

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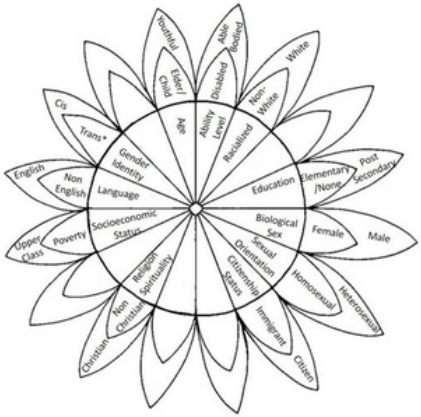
Preparation:

1. Prepare the "Power Flower" worksheet for every participant.
The worksheet Power Flower (PDF) displays various lines along which the society is divided. The inner petals represent the more privileged groups, while the outer petals represent the non-privileged ones.



2. Prepare a poster with questions for debriefing

On the poster, write these questions:

- Where was the assignment to the petals difficult, where not? Why?
- What is the relationship between inner (privileged) and outer (non-privileged) petals on my Power Flower?
- How does it feel to be in the inner / outer group?

Step by step

Introduction

1. Explain the structure and the three steps of the exercise (individual, group and debriefing) to the participants.

Part 1 – individual work (5-10 minutes)

1. Distribute a copy of the "Power Flower" to all participants. Explain that they can, but do not have to show it to others.
2. The participants should mark the inner or outer petal for each category, depending on what they identify more with. If they cannot associate with any of the two petals, they can add a third one. Basically, the decision is left to the participants' self-assessment.

Notes

- The participant should keep this flower through the entire duration of the game, but they do not have to share it publicly.
- The dividing lines mentioned in Power Flower are socially constructed, nevertheless they have real impact on human lives. In social discourse, these categories are often only perceived as opposing expressions, while in reality there is a continuum between the two extremes.
- The Power Flower deliberately depicts the categories in this strict way so the participants can recognize that applying such black-and-white thinking to the diverse reality is not appropriate.
- They often realize that they do not fit into this strict binary themselves. On the other hand, it should be stressed that the distribution of power and privileges runs along these strict distinctions, which results in the power imbalance with all the power concentrated on one side of the divide.

Part 2 – small groups (20 minutes)

1. When all participants have finished marking their worksheet, they create small groups (4-6 people) to discuss the Power Flower. The questions on the flip chart can be used for guidance.

Notes

- Participants often have resistance to such a rigid, binary system and its division into privileged and non-privileged groups. It has proven useful to give room to such resistance in the evaluation, because this criticism of the Power Flower can be used constructively for the whole group.

Debriefing

All participants (30 minutes).

The game is evaluated together by all participants. It should be made clear that the scheme of Power Flower refers to constructed categories and their simplification doesn't adequately represent the complex reality. Nevertheless, the simplification has effect on the society and refers to certain distribution of privileges and access to resources.

We are often forced to take a position ourselves in this binary system. It should be recognized that all individuals change their positions, shifting from non-privileged to privileged position and vice versa. It's important that we are aware of our position and recognize when we are dealing with structures of oppression (as victims or beneficiaries). This awareness makes it possible to develop empathy for others and to act responsibly. The goal isn't to provoke guilt over 'innate' privileges, but to encourage a conscious use of own capabilities and opportunities as well as to call for a positive reinterpretation of power and justice.

Discussion questions:

- How did you feel about the exercise?
- Which assignment was/ was not difficult? Why?
- In which affiliations / petals were you particularly insecure? Why?
- How was the discussion in the small groups?
- How does it feel to be in the inner or outer group?
- Does your feeling agree with the division of the Power-Flower into 'privileged' and, non-privileged '?
- Do you feel privileged/non-privileged as shown in the Power Flower?
- Do the affiliations in society all have the same weight? (Different social meaning of affiliations)

At this point, you should point out that the meaning of one division line is assigned both subjectively and socially, and it depends on how far this category prevails within the whole society. Some forms of discrimination have a long, violent history of oppression, which makes these divides much more entrenched than others (e.g. racism/colonialism: the historical roots of today's North-South relationships are descended from the system of slavery and material exploitation of previous centuries).

- Is the affiliation to the categories in the petals your own voluntary decision or was this affiliation assigned from 'outside'?
- What consequences does this have?
- Is the affiliation to the petals changeable?
- Can some privileged/non-privileged affiliations lead to others?
- How and when can we be powerful even in marginalized positions?
- In what position are you regarding power or powerlessness and what can we do with this analysis?
- How can you use your power positively? How can you use it to change the power inequality?

It is important to point out that power is not just something negative or malign, but also results in opportunities or resources. Here it's possible to mention the positive connotation of the concept of power in other languages (French "pouvoir" meaning both "power" and "to be able"). Power can be used constructively.

bullying

14 - 17 years old

small / medium group

long game

Alternatives to bullying

Goals of the exercise: to facilitate the understanding of the causes and the consequences of bullying; to explore ways to facilitate the control of the phenomenon.

Age of the participants: 13+

Number of participants: 10 to 25

Duration of the exercise: 90 minutes

Materials: bullying theater scenes printed, one on each sheet of paper

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Step by step:

1. The monitor introduces the theme with a “brainstorm” about the identification of different bullying situations.
2. He/She then divides the participants into 4 groups and gives to each group one of the scripts for a theater scene about bullying.
3. Each group is given 15 minutes to analyze the text and to prepare the presentation of the scene. After the presentation of the 4 dramatizations, the monitor promotes a debate.

Scenes to be represented

Scene 1
A group of girls are in the school bathroom and one of them makes fun of a schoolmate who arrives for being very tall, humiliating her until the victim runs out of the bathroom very afraid. From the way the girls act, it is clear that this type of behavior of the aggressor and the victim is already habitual.

Scene 2
Several 7th grade students arrive to the lunch queue at the school cafeteria and pass a 5th grader at the end of the line. Even without saying anything and having gone away immediately, they make him feel bad just because he is younger. Schoolmates who are also in the queue watch this situation without saying anything.

Scene 3
A group of students tries to talk to their colleague who is bullying a younger classmate.

Scene 4
Several students join to talk about a friend who is being bullied by a school group. They want to help their friend and try to analyze the various possibilities.

Debriefing

Some topics for discussion:

- What did you like the most and what did you like the least? Why?
- Are the scenes realistic?
- In scene 1, what would you do if you were the victim?
- In scene 2, what can be done in order to improve the situation?
- In scene 3, how did you feel while talking to the bullying abuser? What techniques may have more positive/negative effects?
- Regarding scene 4, how should one speak to a person who is being bullied? How can you find solutions that are acceptable to the victim?
- What forms of bullying were represented here?
- Bullying happens when there is an imbalance of power. How could we see this imbalance in the scenes represented?

More questions:

- How do the victims of bullying feel?
- Is the victim of bullying responsible for the violence in any way?
- Are bullying abusers trying to prove anything? Is bullying a power issue?
- What can a friend of a bullied victim do?
- What are the most frequent prejudices towards victims?
- Who can be responsible for controlling a bullying problem?
- How can each of us contribute to solving this problem?

bullying

14 - 17 years old

small / medium group

long game

Whatsapp

Goals of the exercise: to raise awareness of gender inequality and its impact on people's lives.
Age of the participants: from 10 years
Number of participants: 10 to 30 participants
Duration of the exercise: 60 minutes
Materials: a cardboard phone in giant size, A4 sheet with phrases (see below), sticky notes with the symbol: v (right) and sticky notes with the symbol: x (wrong).

Step by step:

1. Stick the cardboard phone to a wall and choose a participant to read aloud the phrase that appears on the phone's display. If he/she thinks the phrase is correct he/she puts the symbol V, if he/she considers it's wrong, he/she puts the symbol X. Then the participant explains his/her answer to the others.
2. Ask the other participants to give their opinion.
3. Repeat the procedure until everyone has participated.

Notes

The phone should be a person's size.
The whatsapp phrases can be written on a comic book balloon shape.

The phrases

- Feminism is the opposite of chauvinism.
- Where are you? I need you to always tell me where you are.
- Do not arrange anything with your friends; you must be alone with me.
- I do not like what you wear, you're too provocative.
- You must be yourself, do not change for anyone.
- Gender violence and domestic violence are the same.
- You decide, no one should decide for you.
- I have to be a jealous person because it shows my love for the other person.
- The abuser always has a mental illness.
- The only person guilty of mistreatment is the person who mistreats.
- Men and women are the same, they differ only in sex.

Debriefing

- How do you feel when somebody is telling you what to do?
- Do you think you should let somebody else make decisions about your life?
- Is gender violence present in your society?
- What can we do to prevent it?

Authorship/adaptation or source: Noélia Pereira Rodríguez

gender stereotypes

all ages

medium / large group

long game

The best and the worst

Goals of the exercise: to discuss gender stereotypes and how they affect the lives of boys and girls

Age of the participants: from 10 years old

Number of participants: 12 to 30

Duration of the exercise: 60 to 90 minutes

Materials: markers, several A4 paper sheets cut into 4 pieces, each with one of the following phrases to complete:

The worst thing about being a girl is …

The worst thing about being a boy is …

The best thing about being a girl is …

The best thing about being a boy is …

Step by step:

1. Give to all participants a paper with several unfinished sentences (4 in total).
2. Ask the participants to clearly and concisely finish the first sentence without cooperating with the others. Ask them to do the same with all of the sentences.
3. As they complete the sentences collect the pieces of papers.
4. When they all finish, post the sheets relating to the first sentence on the wall and discuss the results with the group.
5. Repeat the same procedure until the last sheet.
6. Instead of posting the papers on the wall the monitor can also give back the sheets to participants after shuffling them, and asks them to read aloud the phrases they received. No one should try to identify the author(s) of the sentence(s).

Debriefing

Discuss with the participants the problems associated with gender stereotypes:

- What are the differences between boys and girls?
- Where do these differences come from?
- What stereotypes do you find here?
- In your opinion, how does gender classification influence the way we look at our lives?
- What are the consequences of these stereotypes on young boys and girls?
- How are people affected when they do not fit into these stereotypes?
- Is there any kind of violence that comes from these stereotypes?
- What is the weight of stereotypes in our life choices? How do we let it affect our freedom of choice?

This game can also be played in the school playgrounds. To do this, ask the young people and children to complete the sentences and to place them on a wall or panel of the bar, for example. Usually young people gather next to the panel and comment the sentences and then the monitor can stimulate a debate.

gender stereotypes

14-17 years old

medium / large group

short game

Who has power over me?

Goals of the exercise: To show that we tend to follow what we have learned and that sometimes it is difficult to question these learnings, such as gender stereotypes.

Age of the participants: 13+

Number of participants: 10 to 30

Duration of the exercise: 10 minutes

Materials: none

Step by step:

1. The monitor asks the participants to make a circle and to hold hands.
2. Then he/she asks them to follow the 4 orders that will be given next and in the same time to repeat what he/she says:
   - Jump in
   - Jump out
   - Jump left
   - Jump right
3. Next he/she explains that he will give the same orders and people should repeat what he/she says but do the opposite.
4. The monitor should keep the participants in a circle and promote a debate.

Note

The instructions should be given quickly and without gap between them.

Debriefing

- If the theme were gender stereotypes, what would this game mean?
- To what extent do the preconceptions transmitted to us through education and socialization shape our way of looking at men and women?
- What gender stereotypes do you think affect you the most?
- Do they have bigger effect on boys or girls?

Authorship/adaptation or source: Youtube. Adapted by: Katerina Matulikova and CooLabora

variable topics

14-17 years old

medium / large group

medium-length game

Irreversible

Goals of the exercise: reflection on the participants regarding the bio-psychological impact of domestic violence on the victims.

Age of the participants: 13 to 17

Number of participants: 15 to 25

Duration of the exercise: 20 minutes (may vary depending on the debate produced)

Materials: Letter of Rights, adapted from "Violência Doméstica: Intervenção em grupo com mulheres vítimas – Manual para Profissionais" (Matos & Machado, 2011)

Step by step:

1. At the very beginning give to all of the participants a copy of the Letter of Rights.
2. It is requested that the various rights be read aloud by the participants and in the end, we ask for opinions about the rights.
3. Then, everyone is asked to crumple the Letter as much as possible.
4. When everyone has their papers well wrinkled, they are asked to roll them out and try to put them in the initial format.
5. Encourage a debate with questions about the bio-psycho-physiological impact of violence of the victims.

Letter of Rights

If you are in an abusive relationship, you need to know you have rights:

- I have the right to be myself.
- I have the right to put myself first.
- I have the right to be safe.
- I have the right to be treated with respect.
- I have the right to love and be loved.
- I have the right not to be perfect in all I do.
- I have the right to feel revolted and to protest when I am treated unfairly or abusively by anyone.
- I have the right to my privacy.
- I have the right to have opinions, to express them and to be taken seriously.
- I have the right to earn and control my money.
- I have the right to ask questions about everything that affects my life.
- I have the right to make decisions that affect my life.

1. I have the right to grow, to develop myself and change.
2. I have the right to say no!
3. I have the right to make mistakes.
4. I have the right not to take responsibility for the problems of others.
5. I have the right to CONTROL MY LIFE AND TO CHANGE IT IF I'M NOT SATISFIED WITH IT!

Adapted from "Violência Doméstica: Intervenção em grupo com mulheres vítimas – Manual para Profissionais" (Matos & Machado, 2011)

Debriefing

Questions that can be addressed at first (after reading Letter of Rights)

1. Do all people have access to these rights?
2. If not, what are the rights that they can not access so easily?
3. What can cause the absence of the exercise of these rights? Examples?

Questions that can be put in the second moment

1. Did you get the sheet back to the initial shape? Why?
2. How can the crumpled paper be related to domestic violence?
3. Do victims of domestic violence manage to completely overcome the ill-treatment they have suffered?
4. What kinds of consequences do domestic violence pose to the victim?
5. And for the children, are there any consequences? Which?

Game of squares

10-17 years old

any group size

short game

Goals of the exercise: To be aware that there are different perceptions for the same reality and that we must present our ideas and listen to others' ideas in an assertive and open-minded manner.

Age of the participants: 10+

Number of participants: 6 to 30

Duration of the exercise: 15 minutes

Materials: one sheet of paper with drawing of squares for each participant

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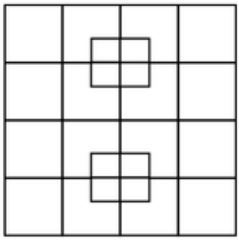
Step by step:

1. The monitor delivers to each participant 1 sheet of paper with the drawing of squares.
2. He asks each participant to count the number of squares he or she observes in the picture without commenting it with the others and to record the number in the upper right corner of the sheet.
3. The participant have to hide the number he/she has written and wait for everyone to finish.
4. The monitor asks each participant to indicate how many squares he or she has counted.

Note

In the end we should inform the participants that we don't know the exact number of squares and that this does not matter to the game we brought but that they can exploit this in a math class, for example!



Debriefing

There is always a disparity between the number each participant has reached and this can lead us to the first question:

- Why do we have different numbers?
- If this can happen in a geometric drawing with (supposedly) no space for errors, how do you think it will be when we observe more complex facts such as the relationship between people, behaviors, etc.?
- What should our position be when we discuss a subject with others who do not agree with us?

Authorship/adaptation or source: CooLabora

bullying

10-17 years old

medium / large group

short game

Who laughs in the end laughs the best

Goals of the exercise: To deconstruct the idea that gaining and feeling accomplishment means to defeat other people and/or accumulate goods; To show the participants that defeating other people and/or accumulating goods won't give you the feeling of accomplishment.

Age of the participants: 10 to 18 years

Number of participants: 10 to 30 (preferably even number)

Duration of the exercise: 15 minutes

Materials: pebbles or marbles in number greater than the participants.

Step by step:

1. Give five pebbles or marbles to each participant. Three, at least.
2. Ask the participants to randomly walk around the room and tell them that whenever they meet someone they should face each other and look into each other's eyes trying to keep themselves serious until one of the people smiles or laughs. The person who smiles or laughs gives a pebble to the person who has managed to remain serious.
3. Both look for another person and do the same again. This activity can take 5 or 10 minutes.
4. Ask the group to meet in a circle and ask them:
5. Who has accumulated more pebbles?
6. Who has less pebbles or ran out of pebbles?
7. Usually the participants who have more pebbles are very satisfied and this is the moment to ask: who won the game? Usually all the participants point to the person who has accumulated the most pebbles.

Debriefing

- Is the winner the one who has collected most of the pebbles?
- Can't the winner be the person who laughed the most, even though he/she doesn't have any or has very few pebbles?
- What does winning mean to you?
- What does feeling fulfilled mean to you?
- Does the person who bullies the others look like a winner? Is he/she really the winner?

Authorship/adaptation or source: CooLabora

critical thinking

14-17 years old

medium / large group

medium-length game

The “true” story of Geraldona

Goals of the exercise: conflict resolution; teach the participants to relativize some information they receive from colleagues or friends because the distortion of the facts happens even without intention

Age of the participants: 13+

Number of participants: 10 to 30

Duration of the exercise: 30 minutes

Materials: a piece of paper with the story of Geraldona

Step by step:

1. At the beginning the monitor asks 7 people to voluntarily collaborate in this activity. The rest are observers.
2. Six volunteers leave the room and wait until they are told to come in again.
3. The volunteer that is in the room reads the story to the rest of the group. Then he/she calls the first one that is outside and tells him/her the story. He/she listens in silence. Now it is his/her turn to call the next volunteer who waits outside and to tell him/her the story as he/she has remembered it. The process is repeated until the last volunteer enters the room.
4. In the end the last volunteer reads the story for the whole group.
5. The group that stayed inside observing the process of distortion of the story must remain silent and not help the person who is telling the story when he/she forgets or changes some part. In addition, it is important that the volunteer who tells the story to the volunteer who has just entered the room explains to him/her that he/she will hear a story and then tell it to the next one.

The Story of Geraldona

Once upon a time there was a very beautiful girl. Her name was Geraldona. Geraldona loved to play, as any child. She lived very close to a forest. Geraldona's grandfather and grandmother lived in the forest. One day Geraldona received a beautiful dress from her grandmother and grandfather. The color of this dress was green. Geraldona liked it very much but the dress was too tight and she decided to exchange it for another. When she arrived at the store she saw many colors: blue, green, violet, yellow … But she wanted the red one. And Geraldona wore this dress so many times that she got the nickname "Geraldona the Stubborn". She was annoyed to be called stubborn and complained to her mother, who in turn went to complain to the Mayor. So he essayed a new law forbidding people to call her stubborn. She grew up without other relevant episodes. She got married, she had 2 sons and 1 daughter, but a month ago she was abducted by aliens along with 6 cows she had on the farm. Boniface, her husband, is very worried because his children are now without mother and without milk.

Debriefing

- What are the conclusions of this activity?
- Do you think we should believe everything we hear?
- Why do distortions occur?
- What should our attitude be when, for example, we hear a story that may not be true and that involves people we know?
- Has anyone ever been involved in some conflict that appeared as a result of a distortion of reported facts?

civic participation

14-17 years old

medium / large group

long game

Citizenship in action

Goals of the exercise: To develop problem-solving skills and encourage civic participation.

Age of the participants: 14+

Number of participants: 10 to 25

Duration of the exercise: 90 minutes

Materials: 4 sheets of paper or paperboard, each containing one of the letters: A, B, C, D

Step by step:

1. Place in each of the four walls of the room the sheets with the letters A, B, C and D in a visible position, preferably above the eye level.
2. Ask the participants to go to the center of the room and tell them that they will be presented with several dilemmas with several possible solutions, and that they will have to choose one of them.
3. Explain that each solution matches one of the letters on the walls of the room so each person should listen to the dilemma, choose the solution that sounds more appropriated and move to the corresponding wall of the room.
4. The monitor reads the first dilemma and the participants move according to the instructions in the previous point.
5. Ask the participants to justify their choice and thereby try to convince the people who have chosen other options to join them.
6. The process is repeated whenever a dilemma is presented to the group.

In the end the monitor energizes a debate on the issues that the game has raised.

The dilemmas

Dilemma 1

Aléxia is a Roma girl who attends 6th grade. In her class she is the only person of this ethnic group. When the history teacher asks the students to do a work on the culture of the Roma people, what would your strategy be if you were in her class?

A. Ask for help from Aléxia because she must understand more than you about the subject.

B. Search the internet information on this subject because you think she should not know more than you or the internet.

C. You do not even remember that Aléxia exists because you do not get along with her and you do the work based on research only.

D. Other option.

Dilemma 2

Your sister gets a new boyfriend who is a Muslim and asks you to help her convince your parents to accept this relationship because she feels very happy with him. You already had the opportunity to meet him and you liked him. What would you do?

A. You're going to talk to your parents and try to convince them that they should accept him.

B. You tell your sister that you will not get involved in this matter.

C. You talk to your parents so they will forbid your sister from dating this guy because even though he seems nice, you never know if Muslims become dangerous people.

D. Other option.

Dilemma 3

Paul is a homosexual, but he never had the courage to tell his family or friends. He likes a boy in his class and wishes to date him. But he has no idea if this boy is also homosexual and if he is in love with him. He is afraid that if he reveals his feelings to the boy, he will tell everyone and make fun of him. What should Paul do?

A. Forget the idea and seek a psychological treatment in order to stop being homosexual.

B. Tell his parents and friends that he is homosexual, invite the boy out and see what happens.

C. Try to approach the boy and get to know him better to make sure he is homosexual before he reveals his feelings for him.

D. Other option.

Dilemma 4

Marco and Sonia are dating and are part of your group of friends. They're both really cool but you've noticed a few times that he's very jealous and even controls her cell phone messages.

One day things got complicated and he hit her right in front of you. Both, Marco and Sonia have asked you not to tell anyone because it will not happen again. What do you do?

A. You do not tell anyone because you believe it will be as they say.

B. You convince Sonia to go talk to the school psychologist and offer to go with her.

C. You tell your mutual friends what happened because you want to know what they think about this situation.

D. Other option.

Dilemma 5

Jonas is new at school and his life is not going to be easy: he has a dubious style of clothing and is very shy. One day, when he passes in front of your group of friends he stumbles revealing his clumsiness. Everyone laughs. And you?

A. Laugh with others because he really is clumsy.

B. Do not laugh with your friends and ask them to stop laughing.

C. Do not react, but between classes you'll talk to Jonas and give him some advice on image and attitude.

D. Other option

Dilemma 6

You have a colleague who shares publications that show his racial hatred on his facebook profile. What is your attitude towards him?

A. You try not to have a close relationship with him because you think he's boring.

B. You like to hear his opinions because he shows that he has his own ideas and that he has already thought and researched a lot about it.

C. You respond to his publications with arguments that show that he is wrong and whenever you meet him and hear him defend racist ideas you show your displeasure.

D. Other option.

Dilemma 7

You're at the hospital visiting a friend who's recovering from a motorcycle accident. In the same room there is a boy who recovers from an overdose and who complains of discomfort to a passing nurse. The nurse, fed up with his complaints, says: I do not know why they spend the money from my taxes to care for these useless people.

A. You are shocked and you talk to the boy saying not to worry about what he has heard, but you will not report to anyone because you fear that your friend may suffer the consequences of your complaint.

B. You're in shock and you're going to find someone responsible and tell him what happened and demand a punishment for this person.

C. In fact you agree that in times of financial difficulties in your country we must find a better way to spend the money and you just shut up.

D. Other option

Dilemma 8

Ibrar is a young Pakistani who arrived in your city illegally. He sleeps in the street and looks for food in the garbage can because he does not know anyone. He finally gets some support from an association to eat and sleep but this association needs a volunteer to help him deal with legalization and get a job.

A. You volunteer because you imagine what it is like to be in his place.

B. It does not even occur to you to be a volunteer because you are not particularly concerned about the people in this situation. You just ignore it.

C. You think that someone should report the case to the Police or the Borders Service because if he is illegal he should be deported to his country.

D. Other option.

Debriefing

- Was the exercise difficult for you? If yes, why?
- How did you feel during the exercise?
- Was it hard for you to think of your reaction to these dilemmas?
- Do you think it is important to be active participant in the society? Why?
- How can we encourage the others to be active participants?

Solidarity race

10-17 years old

medium / large group

short game

Goals of the exercise: To promote reflection/To put an accent on the importance of cooperation

Age of the participants: from 12 to 18 years old

Number of participants: 10 to 30

Duration of the exercise: 5 to 10 minutes

Materials: strips of soft paper or toilet paper 1 centimeter wide and 2 meters long

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Step by step:

1. Ask the participants to organize themselves into teams of 5 or 6 members and put them side by side like in any race about to begin.
2. Explain to the teams that they are going to participate in a race in which all the participants, placed side by side, must hold the strip with one hand and that the goal is to reach the end without tearing it.
3. The monitor gives the starting signal and two teams run simultaneously. The team that finishes first without damaging the tape wins. In order for the race to end at the place where it started, a round-trip route with no more than 50 meters in total must be defined.
4. If there are several teams there can be several qualifiers.
5. At the end, the monitor should gather the participants in a circle and promote a debate

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Debriefing

- What do you think this game means?
- Why did the strip break? (usually this happens)
- To what extent do you condition your behavior in relation to others in your daily life?

Authorship/adaptation or source: CooLabora

variable topics

14-17 years old

small group

long game

Forum theatre of Augusto Boal

Goals of the exercise: Encourage participants to look at the situation from a different perspective and let them think of different solutions.

Age of the participants: 13+

Number of participants: 6-8

Duration of the exercise: at least 60 minutes, up to 120 minutes

Materials: none

Step by step:

This activity is in the format of forum theatre, an interactive play where the audience can influence the script or become actors themselves. The original "script" is a scene from the everyday life experiences of the respective group members which represents an unresolved conflict. In the forum phase, the so-called play-in phase, the audience gets out of the role of a passive viewer. Conflict resolution ideas are played, tried out and reflected in a play of roles.

1. Preparation

1. In the scene elaborated by the group (the so-called model scene) the individual roles should come out clearly. Not only by the text of the persons, but also by their behavior. Their appearance should be clearly recognizable, as well as their desires and intentions. It is helpful if every figure wears a proper sign of their role (e.g., a cap or a bag).
2. For the play we need one protagonist (the oppressed person for whom the conflict ends badly) and one main antagonist (the so-called oppressor who makes the life of the protagonist difficult). Both figures often have 1-2 comrades that, more or less, support them. There are also 1-2 persons that are neutral.
3. The interaction with the public is led by a character called the Joker. The Joker leads through the theater play and establishes the link between the stage and the audience. He / she is a mediator, who should also take care that certain rules (such as no violence (!), mutual respect, etc.) are respected. At the beginning, the Joker welcomes the audience, then maybe does some short warm-up exercises with the audience and names the title and the location of the forum theater piece.

2. Play along

1. It will be clarified who of the characters can be exchanged. As a rule, only the oppressed person and their "supporters" can be exchanged. The idea behind it is understandable: Even in real life, oppressors can not simply be exchanged and their actions need to be solved in a positive way. Sometimes there are also requests to add new people or make time leaps. How to deal with such proposals, is in the hands of the Joker.
2. The play is performed once and then, the audience should think of the changes that could be made. A good way to initiate reflections is to let the audience discuss their ideas for a few minutes in small groups. If there are a few ideas, the piece is played a second time until someone from the audience calls "stop" and takes on the role of the oppressed. A good piece should provoke the audience in such a way that they can not stand to see the same situation again and therefore they feel the impulse to want to change something. In most cases, there is a personal emotional concern that causes someone to intervene.
3. Now if a person comes to the stage, it is favorable, to support with applause.
4. The stage shouldn't be a classical one surrounded by headlamps. It is beneficial if the audience is close to the stage, so that the spectators don't feel embarrassed or ashamed to put themselves in the limelight.
5. Stage and audience range are preferably at the same level. It should not be spoken so much, but the newcomer should get the prop of the oppressed, to dive into the role symbolically and then start with the idea.
6. If the scene now continues from the desired time, it is for the remaining actors important to stay in their role. Of course a lot of changes will happen, but the basic intentions of the opponents remain the same and the goal is to maintain their dominant position.
7. The scene will be played until the situation dissolves or the new person can not play longer. With a simple "stop", anyone can cancel again his / her intervention at any time.

Debriefing

After the performance the experience will be discussed together.

- Ask what the person who intervened has achieved, what he/she wanted, how he/she felt and which thoughts he/she had in mind?
- Ask the other actors how successful was the new person and what his/her actions have changed for them?
- Ask the audience about their impressions.
- When you feel ready. You can begin again to play the scene until someone calls "Stop" again

The number of interventions depends on the timing and the creativity of the audiences.

1. 1. The Joker welcomes everyone, introduces himself and the actors and explains briefly the background and the procedure of the Forum Theater.
2. The Joker leads the warming up.
3. The Joker leads to the scene (e.g. small introduction: where and when does the whole scene play take place, title of the scene, presentation of the characters, etc.).
4. The scene will be played once – no intervention by the public yet!
5. The Joker suggests the following game rules and ask for agreement:

// who wants to intervene in the scene, must call STOP
// say STOP once again when the intervention is over
// no violence to solve the oppression or self-assertion!

6. The Joker invites the audience to intervene when the scene is played for the second time.
7. The scene is played a second time.
8. When someone calls STOP, the scene freezes. The appropriate audience
9. player indicates where he / she wants to get in, changes the protagonist and plays his / her proposed solution to failure or success.

The joker intervenes if rules are violated.
If nobody says STOP and the scene runs without intervention, he asks if there are ideas for alternatives in the audience. If someone has a verbal idea and you do not want to play , maybe someone else is willing to play the proposal. If not, let the actors implement the proposal (this corresponds to the technique Simultaneous Dramaturgy). A variant is the animation by 'invisible' actors in the audience, who start restraint with interventions.

9. After the intervention leave the actor to go back to his/her real role. The actor will be joined by the audience applause. The Joker thanks for the intervention and asks some questions:

// to the actor in the role of the protagonist:
What have you tried? How did you feel? What have you achieved?
// to other players (such as witness roles):
What has changed? How did you feel about it?
// to the antagonist (= clear antagonist of the protagonist):
What has changed? How did you feel about that?
// to the audience:
What did the intervention show, was it successful? Are you satisfied with that proposed solution or the alternative?

10. Scene continues or resumes until someone calls STOP … and all
11. continue, as long as the spectators want to participate.
12. The Joker concludes the interventions and starts a discussion

Reflection
The reflection is part of all the elements of the theater of the oppressed. After every greater exercise, it is possible to reflect with the participants how hey have done and what changes have been made. Above all, picture and forum theaters make something with you. Room should be given to the new ones to articulate experiences and to be able to exchange with one another. For a larger group it is good to work in small groups. It is also helpful to comment on certain questions, such as:
// What do I take with me?
// What have I learned?

Important
You can think about any situation in the participants life to play.

Debriefing

- Which possible alternative solutions or action could be implemented in everyday life? Under what circumstances?
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- How did you feel to be able to change a situation you don't like?
- Do you think this is possible in real life?

Authorship/adaptation or source: Patterned after the practice of Augusto Boal