

POL METHODOLOGY: EIRENE

EXTENDED HANDOUT

Session 1:	Empowerment of the leaders and group cohesion
Title of the activity	Empowerment of the leaders
Age	11+
Time	5-10 minutes
Objectives	<ul style="list-style-type: none"> ▪ To present the idea of the project ▪ To reveal to the leaders what is their role ▪ To empower them to be willing to work for the cause
Step by step	<p>Step 1 The participants sit in a circle.</p> <p>Step 2 The facilitators make a short presentation, answering the following questions:</p> <ul style="list-style-type: none"> o Why you are here? o How have you been chosen? o What is the problem we want to tackle? o What is your role? <p>Step 3 Presentation of the informed consents</p>
Tips	Be sure that your introduction will be strong enough to motivate the POLs to be involved in the training and to be active communicators with the community

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Session 1:	Empowerment of the leaders and group cohesion
Title of the activity	The story of my name

Age	11+
Time	5-10 minutes
Objectives	<ul style="list-style-type: none"> ▪ To introduce the participants. ▪ To make the participant feel familiar with each other
Step by step	<p>Step 1 The participants sit in a circle.</p> <p>Step 2 Ask each participant to present the story of his name: where it comes from, if he has relatives with the same name, ect.</p>

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Session 1:	Empowerment of the leaders and group cohesion
Title of the activity	The circle of the favorite things
Age	11+
Time	5-10 minutes
Objectives	<ul style="list-style-type: none"> ▪ To continue with the process of introducing each other; ▪ To help forming group cohesion;
Preparation	Prepare lists of statements
Step by step	<p>Step 1 The group is sitting in a circle</p> <p>Step 2 Start reading the statements one after the other. Do not make any comments and/or explanations between the sentences.</p>
Reflection	<ul style="list-style-type: none"> ▪ How did it feel to take part in this activity? ▪ What does it make you think of? What ideas do you have now in mind? ▪ Did you experience something new about the others in the group? And about yourself?



Session 1:	Empowerment of the leaders and group cohesion
Title of the activity	The tree of expectations
Age	11+
Time	20 minutes
Objectives	<ul style="list-style-type: none"> ▪ To visualise the expectations of the POL ▪ To help them understand their role in the training ▪ To introduce the main topic of the training
Preparation	Draw a three on the flipchart
Step by step	<p>Step 1 The group is sitting in circle</p> <p>Step 2 Each participant should answer two questions on two different sticky notes:</p> <ul style="list-style-type: none"> o What do I expect to learn here? o What I do not like to discuss here? <p>Step 3 Each participants sticks his notes on the three of expectations</p> <p>Step 4 Group discussion on the expectations</p>
Tips	If the participants cannot write or have difficulties to write on their own, the facilitator writes the answers and puts them on the flipchart.



Session 1:	Empowerment of the leaders and group cohesion
Title of the activity	Providing information

Age	11+
Time	10 minutes
Objectives	<ul style="list-style-type: none"> ▪ To introduce the topic of bullying ▪ To make the POL sensible on the topic.
Preparation	Prepare basic facts for bullying in your country
Step by step	<p>Step 1 Present the basic facts:</p> <p>Step 2</p> <ul style="list-style-type: none"> ▪ Discuss with the group ▪ Ask the group if they knew those facts. <ul style="list-style-type: none"> ✓ Are they surprised? What they believe the situation in their community is?

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Session 2	The face of violence
Title of the activity	Warm up activity
Age	11+
Time	5-15 minutes
Objectives	<ul style="list-style-type: none"> ▪ To differentiate the outside reality from the internal group reality ▪ To warm up the participants for the group work ▪ To contribute for the group and individual confidence and cohesion
Step by step	<p>Step 1 Welcome the participants</p> <p>Step 2 Remind them the rules of the group and the time frame</p> <p>Step 3 Give the instructions for the exercise</p>

Reflection	Those are the activities the most underestimated by the facilitators. We have learnt that the well selected warming up exercises are very important for the work. Those activities reduce the tension in the group and help the participants ventilate the emotions. They are often used in the middle of the sessions to change the dominant emotion or dynamic in the group.
Tips	It is strongly recommended that the facilitators have prepared a set of different activities from this kind in order to use them when it is needed even out of the training program. It is strongly recommended each session to start with thematic warm up activity.
Source(s)	Big variety of warm up activities could be found at: https://www.salto-youth.net/tools/

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Session 2	The face of violence
Title of the activity	Defining violence
Age	11+
Time	45 minutes
Objectives	<ul style="list-style-type: none"> ▪ To define the violence ▪ To generate a list with associations related with the topic. ▪ To frame what the POL define as violence
Step by step	<p>Step 1 Ask the POLs to reflect on those questions:</p> <ul style="list-style-type: none"> o What violence means to me? o What are your first associations when you hear this word? <p>Step 2 Ask the POLs to reflect on the types of violence by answering the following questions:</p> <ul style="list-style-type: none"> o Can you differentiate from the list different types of violence? o What are their manifestations?

Tips	It is recommended for the facilitators to be ready with some additional information on the topic.
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Resource sheet. Types of violence

Physical violence: using physical force such as hitting, slapping, or pushing.

Emotional/Psychological violence: often the most difficult form of violence to identify. It may include humiliating, threatening, insulting, pressuring, and expressions jealousy or possessiveness such as the controlling of decisions and activities.

Sexual violence: pressuring or forcing someone to perform sexual acts (from kissing to sex) against their will or making sexual comments that make someone feel humiliated or uncomfortable. It does not matter if there has been prior consenting sexual behavior.



Session 2	The face of violence
Title of the activity	Four corners of violence
Age	All age groups (select and adapt the examples according to the age group)
Time	20 - 30 minutes
Objectives	<ul style="list-style-type: none"> ▪ To introduce the topic of violence. ▪ To classify and differentiate various forms of violence. ▪ To display different subjective perceptions of violence.
Preparation	List of statements, 4 paper sheets (A3 or A4), labeled: Aggression, Offence, Violence, Other.

<p>Step by step</p>	<p>Step 1</p> <ul style="list-style-type: none"> ▪ Attach the paper sheets with the terms each in one corner of the room. ▪ Explain that in a while you are going to read aloud different statements related to the themes around violence. ▪ After each statement the participants will have time to position themselves in one corner of the room depending on their opinion. <p>Step 2</p> <ul style="list-style-type: none"> ▪ Start reading the statements. ▪ After each statement ask couple of participants (different by each statement) on the grounds of their decision, why did they position themselves in the respective corner. ▪ Discuss briefly with the other participants in the group and continue with the next statement.
<p>Tips</p>	<p>For the purposes of the POL, it is important to adapt the statements according to the cultural reality of the community of intervention</p>



Worksheet: Four corners of violence (Statement examples)

A spouse beats and insults his wife. Two young women shout at each other in a restaurant, the one pulling the hair of the other.

Two adolescents provoke each other, until the one calls the other “son of a bitch”.

Philipp thinks that it is the task of a man to take decisions for himself and his girlfriend. Three policemen intervene by a fight among several adolescents in a park.

Klaus becomes defiant and offended when his girlfriend speaks to other men.

Home arrest. A mother shouts at her kid: “Stop it being so annoying!”

Linda asks Jim whether he could borrow her one Euro.

“You, loser!”

Two boxers in a boxing ring, shortly before the fight starts.

Because Maria does not like to drink any alcohol at a party she has to hear constantly: “Come on, don’t be that stuffy”

You get a nice smile from somebody you like.

In the tram you observe how an elderly man gazes greedily at a young girl from

top to bottom.

A father beats his son, because he returned home two hours later than agreed.

Anton likes to scare girlfriends driving boldly his car.

Two male friends sit opposite a girl in the underground. All of a sudden the one says to the girl: "Will you give me a blowjob / Will you suck my dick?" Both boys laugh loudly.

Isabella and Aisha throw stones on their cat and lock it in a box.

A 16-old boy likes to have sex with his girlfriend, who had already told him that she does not like this now. Nevertheless

"Queer hog!" Piotr's father asks him to bring

In the school a boy passes by a group of girls. He stumbles and almost falls down. The girls laugh at him.

In a disco club a boy approaches a girl saying: "You have hot legs"

You notice that someone talks bad about you behind your back.

An adolescent is attacked by a group of

he asks her the same half an hour later.

An adolescent goes out to the street.

Suddenly another pedestrian bumps into him.

Peter often destroys objects at home when being furious.

Aunt Margit kisses Michael from top to bottom all times when she visits his family, though he does not like this at all.

You get a great praise from someone you feel close.

A girl steals another girl's purse in a swimming pool.

the garbage bin away. He replies: "Do it yourself"

youngsters on the street. They threaten him and like to have his mobile. As he tries to defend himself, one of the attackers falls on the pavement breaking his nose bone.



Session 2 The face of violence

Title of the

Types of violence – work on case studies activity

Age 11+

Time 40 minutes

Objectives

To sensitize to the topic of bullying

participants find out/define their clear position against violence: What is violence for me personally? When does violence begin for me?

Step 1

Step by step

this exercise there are no wrong

Explain to the participants that in

answers or opinions: "This exercise is designed to explore and set your own boundaries as to violence in partnership".

Step 2 Write and read each case study on bullying violence one by one

Step 3

Answer the questions after each case

study.

Tips

Read each case study on violence and use the talking stick to facilitate a discussion with the questions following each case study

Consider to divide the group to work on smalls groups

Resource sheet. Case studies questions

- Is it violence?
- How he/she could react differently?
- What would you do? Would you leave? Would you say anything? Why?
- Would it be different if it was a guy hitting another guy?
- What can you do in situations like this one? What are your options?
- What is our responsibility to prevent others from using violence?
- What do you think?
- Who has the responsibility in this situation?



Session 2 The face of violence

Title of the block
Communication skills

	activity	Age 11+
	20 minutes	Time
	Objectives	
	<ul style="list-style-type: none"> To introduce the topic of the personal responsibility of every member of the community for reducing the violence To help the POLs understand their role To straighten the capacity of the POLs to communicate the anti violence message 	
	<p>Preparation Think how you would make the demonstration considering the results of the pre-implementation phase survey</p> <p>Step 1</p> <p>Step by step</p> <p>Step 2 Discussion on the demonstration:</p> <ul style="list-style-type: none"> Is it realistic? What are the possible reactions of your friend? How would you answer him? How to choose the first friend to talk with? <p>Step 3: Instruction for homework</p> <ul style="list-style-type: none"> Share at least with one person where you have been and what you have learnt during the session <p>Tips Even if this activity is at the end of session this one of the most important aspects of the work with the POLs. Consider to let some additional time for this activity in order to answer to all the questions of the POLs.</p>	



POL: ... I am visiting a very interesting training... there are other young people at my age... and we discuss very interesting topics related to bullying and violence in general...

Friend: (?)

POL: I have learnt that there are a lot of students who are experiencing hard times in the school environment because bullies are insulting them or are making them feel bad.

Friend: (...)

POL: I understood that not only hitting a person is violence, but also telling him or her bad words, yelling, shouting, insulting him/her or his/her family and harassing sexually. You know those things make them feel bad... and I believe, if a student respects another student he should not treat him this way...



Session 3 Understanding the cycle of violence

Title of the		
Feedback from the first conversations activity		
Age		11+
Time		
20 minutes		
Objectives		
To provide feedback from the conversations with the friends		
To provide information about the reactions of the social network members		
Step 1		
Step by step		
<p>Discuss with the POLs: with how many people from the list the POL talked? What were their reactions? What did you say? How did you feel after the conversation?</p>		
Step 2		
If needed: brainstorming from the group with propositions for improvement of the conversations?		
Tips	Use the same activity to receive feedback for all the topics discussed with the friends, and to receive information about all the conversations performed. It is important not to skip this activity because it is an	
important part of the internal and the external evaluation process!		
Use a list of contact to facilitate the process		

Table - conversations with friends

POL:
session No. / date
name

planned conversation n	performed conversation n	planned conversation n



Session 3 Understanding the cycle of violence

Title of the activity
Understanding the cycle of violence

Age 11+

Time 50 minutes

Objectives

- To reflect on the own experience with violence of each of the POLs
- To understand what is the circle of violence

Preparation Before the session, tape five pieces of flipchart paper to a wall. On each paper write one of the five categories below:

- Violence used against me?
- Violence that I have used against others?
- Violence that I have witnessed?
- How I feel when I use violence?
- How I feel when violence is used against me?

Step by

Step 1

Give the POLs some time to

answer the questions

step

Step 2

Discuss the answers (without announcing who is the author) in the big group.

Resource sheet 6. Questions

1. What is the most common type of violence used against us?
2. How do we feel about being a victim of this type of violence?
3. What is the most common type of violence we use against others?
4. How do we know if we are using violence against someone? With whom we are violent more often?
5. How do we feel when we use violence against others?
8. Is any kind of violence worse than another?
9. Some people say that violence is like a cycle, that is to say, someone who is a victim of violence is more likely to commit acts of violence later. If this is true, how can we interrupt the cycle of violence?



Session 3	Understanding the cycle of violence
Title of the activity	Stop
Age	11+
Time	20 - 40 minutes
Objectives	<ul style="list-style-type: none"> ▪ To identify one's individual boundaries, to perceive and respect the others' boundaries ▪ To involve individually with and examine feelings of proximity, distance and bodily contact.
Preparation	Large room with enough space for all participants to stand in two lines facing each other.

Step by step

Step 1

Spilt the participants in pairs on random basis (eg, counting 1-2, or picking a colored paper strip/card). Participants in each pair stand facing each other, but as far as possible from one another (at minimum 10 meters distance). Thus one participants' line at the one end of the room faces the other line at the opposite end.

Step 2

- The participants in the one line receive the task to remain standing on the spot. The participants in the other line have the task to approach slowly (!), heading step-by-step towards their pair partner, until the partner gives them a Stop-Signal.
- Keeping an eye contact with the partner should help to perceive any changes in their condition while the walking participants come closer and closer to them.
- The standing participants have the task to detect how close they would like to let their partner come to them. When a standing participant feels that the partner has already approached close enough then she/he should say "Stop!". The partner stops and remains standing, until all other walking participants have stopped.

Step3

The walking partners go back to their starting positions for the second round. They will start again to approach their pair partners slowly. This time the standing partners will not say "Stop", but will give a sign raising



	<p>their hand, when they feel that the approaching person has come close enough to them.</p> <p>Step 4</p> <ul style="list-style-type: none"> ▪ The third round is the most challenging one and requires lot of attentiveness and calmness in the group. The walking participants should this time - without any sign – discern by themselves when they have to stop, when they have approached their partner close enough. ▪ Following that the three rounds are repeated with changed roles, the standing participants now approach their partners, who have to give signs saying “Stop”, rising a hand, or finally giving no sign.
<p>Reflection</p>	<p>Let some time for the participants to discuss in their pair which of the three rounds felt most comfortable/ uncomfortable for them. Following discuss in the whole group how did the participants feel when experiencing proximity and distance. Ask them whether they learned something new about their personal boundaries and the ways to communicate this?</p> <p>Refer to differences in the personal boundaries which might have appeared in the group: How to handle with respect other people’s personal boundaries?</p>



<p>Session 3</p>	<p>Understanding the cycle of violence</p>
<p>Title of the activity</p>	<p>The origin of violence</p>
<p>Age</p>	<p>11+</p>
<p>Time</p>	<p>50 minutes</p>
<p>Objectives</p>	<ul style="list-style-type: none"> ▪ To encourage exchange reflections in the group on role attributions and internalized role models.
<p>Preparation</p>	<p>Choose a realistic story from the every-day life of the POLs – easy for them to get identified with</p>

Step by step	<p>Step 1. Present the case study</p> <p>Step 2. Discuss the following questions in the group:</p> <ol style="list-style-type: none"> 1. Is this bullying? 2. Who is the victim and who is the violator? 3. Do you believe there was a way to avoid the conflict and the complications? What could be done in this direction? 4. Do you believe the people involved could react differently? How?
Tips	Choose a story that is easy for the POLS to identify with



Session 4	Violet (flower) and violence
Title of the activity	Do not mess the violence with love!
Age	11+
Time	20 minutes
Objectives	<ul style="list-style-type: none"> ▪ To make the POLs think about the emotions of the victims.
Step by step	<p>Step 1. Read each one of the situation</p> <p>Step 2 Discuss with the group each one of the cases</p>
Tips	If you are short with the time consider to skip some of the cases

Resource sheet. How the other feels?

Bullying in young relationships

1. Maria doesn't talk to Jenny because she is new to school.
2. Linda gives her friend Nadia a "friendly" slap in the face when she sees her.
3. Peter is calling girls names like "you slut", "whore", "disabled" in

front of all the others.

4. John posts the personal photos of his girlfriend on the Internet.



Session 4	Violet (flower) and violence
Title of the activity	Act like a man/ act like a woman
Age	11+
Time	40 minutes
Objectives	<ul style="list-style-type: none">▪ To frame the gender expectations directed to the boys and girls in school.

<p>Step by step</p>	<p>Step 1 Ask the POLs to share experience when someone said “act like a man” or something similar to them:</p> <ul style="list-style-type: none"> - Why do you think the person said this? - How did it make you feel? <p>Do the same with “act like a woman”.</p> <p>Step 2 In large letters, write on two pieces of flipchart papers the phrase “Act Like a Man” and “Act like a Woman”. Ask the participants to share their ideas about what this means. These are society’s expectations of who men and women should be, how they should act, and what they should feel and say. Draw a box on the papers, and write the meanings of “act like a man” and “act like a woman” inside this box. Some example responses are “be tough” or “don’t cry.”</p> <p>Step 3 Initiate a discussion</p>
<p>Reflection</p>	<p>Questions for discussions:</p> <ol style="list-style-type: none"> 1. Which of these messages can be potentially harmful? Why? (Note: Facilitator should place a star next to each message and discuss each message one by one). 2. How does living in the box limit men’s lives and relationships? How does living in the box limit women’s lives and relationships? 3. What happens to men who do not follow the gender rules (e.g. try to “live outside the box”)? What happens to women who do not follow the gender rules? What do people say about them? How are they treated? 4. What is necessary to make it easier for men and women to live outside the boxes? How can we contribute?



Title of the activity	Communication skills block: “Act like a man” and “Act like a woman”
Age	11+
Time	30 minutes
Objectives	<ul style="list-style-type: none"> ▪ To demonstrate how to start the conversations on the topic ▪ To increase the self-confidence of the POLs to talk on the topic ▪ To improve their communication skills
Preparation	Think about an appropriate way to start the conversation
Step by step	<p>Step 1 Demonstration from the facilitators</p> <p>Step 2 Discussion on the demonstration:</p> <ul style="list-style-type: none"> o Is it realistic? o What are the possible reactions of your friend? o How would you answer him? <p>Step 3 Instruction for homework: Talk with the friends from your list about the topics we have discussed today</p> <p>Step 4 Discuss with the group what the possible answers of the friend are.</p> <p>Step 5 Role plays How to support the desired change and to avoid “bad” behaviors</p> <ul style="list-style-type: none"> (1) Divide the group in couples – ask them to play the dialogue from the demonstration (2) Observe the conversations and provide feedback
Tips	<p>Be sure you have enough time to answer all the questions of the POLs</p> <p>Try to make them ready to answer even to negative or provocative reactions</p> <p>The role plays are strongly recommended</p>



Session 5	SMART
Title of the activity	Expressing emotions
Age	11+
Time	30 - 45 minutes
Objectives	<ul style="list-style-type: none">▪ To help the POLs realize what is the connection between violence and emotions
Preparation	Draw five columns on flipchart paper and write the following emotions as headings: Fear, Affection, Sadness, Happiness, and Anger
Step by step	<p>Step 1 Individual work Ask each one of the POLs to rank from 1 to 5 how easy is to express each one of the 5 feelings: Fear, Affection, Sadness, Happiness, and Anger</p> <p>Step 2 Group discussion ask the POLS:</p> <ul style="list-style-type: none">• Which of those emotions are easiest to express, and which is the most difficult• Why do men and women have different ways of expressing emotions? How do peers, family, community, media, etc. influence how men and women express emotions?• How does the way we express our emotions influence our relationships with other people (partners, family, friends, etc.)?• What emotional reactions are showing strength and what are proving weakness?



Rank from 1 to 5, which of those emotions is most easy/ difficult for you to
express **1 2 3 4 5**

Fear

Affection

Sadness

Happiness

Anger



Title of the activity	What do I feel when I am angry? / What do I do when I am angry?
Age	11+
Time	30 minutes
Objectives	<ul style="list-style-type: none"> o To help the POLs understand the connection between the feelings and the behaviors o To illustrate that the emotion is not a reason nor an excuse of being a bully o To help the POLs to differentiate the emotions from the behaviors and the reactions.
Step by step	<p>Step 1 Give some time to the participants to think about recent situation when they felt angry.</p> <p>Step 2 Divide the group on couples – ask them to share with the partner those situations and answer the questions:</p> <ul style="list-style-type: none"> • What do I feel when I am angry? • What do I do when I am angry? <p>Step 3 Create scenarios with the group what are the “positive”/ “not aggressive ways” to show express anger?</p>



Session 5	SMART
Title of the activity	Communication skills block: Expressing negative emotions
Age	11+
Time	30 minutes
Objectives	<ul style="list-style-type: none"> ▪ To demonstrate how to start the conversations on the topic ▪ To increase the self-confidence of the POLs to talk on the topic ▪ To improve their communication skills
Preparation	Think about an appropriate way to start the

	conversation
Step by step	<p>Step 1 Demonstration from the facilitator</p> <p>Step 2 Discussion on the demonstration:</p> <ul style="list-style-type: none"> ▪ Is it realistic? ▪ What are the possible reactions of your friend? ▪ How would you answer him? <p>Step 3 Instruction for homework Discuss with the friends from your list the topics discussed today.</p> <p>Step 4 Discuss with the group what the possible reactions of the friends are.</p> <p>Step 5 Role plays How to support the desired change and to avoid "bad" behaviors</p> <ul style="list-style-type: none"> o Divide the group in couples – ask them to play the dialogue from the demonstration o Observe the conversations and provide feedback
Tips	<p>Be sure you have enough time to answer all the questions of the POLs</p> <p>Try to make them ready to answer even to negative or provocative reactions</p> <p>The role plays are strongly recommended</p>



Session 6	The advertisement
Title of the activity	Creative activity. The brochure
Age	11+
Time	40 min.

Step by step	<p>Step 1. Divide the group in small groups – by 3</p> <p>Step 2. Ask them to create a brochure containing all the important messages from the different sessions of the training</p> <p>Step 3. Group discussion</p> <ul style="list-style-type: none"> o Present the results of the work o Why we choose this target group? o What are the main messages we want to communicate with the target group?
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Session 6	The advertisement
Title of the activity	Final Countdown
Age	11+
Time	40 min.
Objectives	Evaluation of the work
Preparation	Prepare a line of evaluation on the flipchart, scale from 0 to 10 Provide each of the POLs with sticky notes
Step by step	<p>Ask each one of the POLs to scale from 0 to 10 the following questions:</p> <ol style="list-style-type: none"> 1. I have learnt new and interesting things during the training. 2. I find the things I have learnt during the training useful. 3. I will try to implement the things I have learnt in my everyday life: in my personal relationship, when I speak with my friends. 4. I will continue to talk about the topics we have discussed during the training with my friends. 5. I feel more confident when talking on the topics of bullying than before the training

Tips	Make a closed question questionnaire. This activity is an important part of the internal evaluation of the training.
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Short questionnaire for evaluation of the training (optional)

statement	5	4	3	2	1
1. I have learnt new and interesting things during the training.					
2. I find the things I have learnt during the training useful.					
3. I will try to implement the things I have learnt in my everyday life: in my personal relationship, when I speak with my friends.					
4. I will continue to talk about the topics we have discussed during the training with my friends.					
5. I feel more confident when talking on the topics of bullying than before the training					

- 5 – totally agree
- 4- agree
- 3 – I don't know
- 2 – Disagree
- 1- totally disagree

