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Effective: December 2017

**Youth MIND Education: Youth Migrants'/Minorities' Inclusion, Non-violence,  
Diversity Education (yMIND)**

EXTENDED HANDOUT (GPM2)  
HESED

**POL groups with young female leaders**

<b>Session 1:</b>	<b>He and she</b>
<b>Title of the activity</b>	<b>Empowerment of the leaders</b>
<b>Age</b>	After 16 and adults
<b>Time</b>	5-10 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>▪ To present the idea of the project</li> <li>▪ To reveal to the leaders what is their role</li> <li>▪ To empower them to be willing to work for the cause</li> </ul>
<b>Preparation</b>	
<b>Step by step</b>	<p><b>Step 1</b> The participants sit in a circle.</p> <p><b>Step 2</b> The facilitators make a short presentation, answering the following questions:</p> <ul style="list-style-type: none"> <li>○ Why you are here?</li> <li>○ How have you been chosen?</li> <li>○ What is the problem we want to tackle?</li> <li>○ What is your role?</li> </ul> <p><b>Step 3</b> Presentation of the informed consents</p>
<b>Reflection</b>	
<b>Tips</b>	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
<b>Source(s)</b>	HESED training practice

<b>Session 1:</b>	<b>He and she</b>
<b>Title of the activity</b>	<b>The story of my name</b>
<b>Age</b>	7 - 16 years and adults
<b>Time</b>	5-10 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>▪ To introduce the participants.</li> <li>▪ To make the participant feel familiar with each other</li> </ul>
<b>Preparation</b>	
<b>Step by step</b>	<p><b>Step 1</b> The participants sit in a circle.</p> <p><b>Step 2</b> Ask each participant to present the story of his name: where it comes from, if he has relatives with the same name, etc.</p>
<b>Reflection</b>	
<b>Tips</b>	
<b>Source(s)</b>	HESED training practice

<b>Session 1:</b>	<b>He and she</b>
<b>Title of the activity</b>	<b>The tree of expectations</b>
<b>Age</b>	13-16 years and adults (a group of 10 to 20 participants)
<b>Time</b>	20 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>▪ To visualize the expectations of the POL</li> <li>▪ To help them understand their role in the training</li> <li>▪ To introduce the main topic of the training</li> </ul>
<b>Preparation</b>	Draw a three on the flipchart
<b>Step by step</b>	<p><b>Step 1</b> The group is sitting in circle</p> <p><b>Step 2</b> Each participant should answer two questions on two different sticky notes:</p> <ul style="list-style-type: none"> <li>• What do I expect to learn here?</li> <li>• What I do not like to discuss here?</li> </ul> <p><b>Step 3</b> Each participants sticks her notes on the three of expectations</p> <p><b>Step 4</b> Group discussion on the expectations</p>
<b>Reflection</b>	
<b>Tips</b>	If the participants cannot write nor have difficulties to write on their own, the facilitator writes the answers and puts them on the flipchart.
<b>Source(s)</b>	

Session 1:	<b>He and She</b>
Title of the activity	<b>Creative activity</b>
Age	16 years and adults (a group of 10 to 20 participants)
Time	20 -40 minutes
Objectives	<ul style="list-style-type: none"> <li>▪ To introduce to topic of the couple and the relationships between men and women</li> <li>▪ To prepare the participant for the introduction of the GBV topic.</li> </ul>
Preparation	
Step by step	<p><b>Step 1</b> Divide the group in small groups by 3-4 Provide them enough space and materials to work without bothering the other groups</p> <p><b>Step 2</b> Give the instructions for the creative activity – the group should illustrate the perfect family.</p> <p><b>Step 3</b> Make a short exposition of the pieces of work And discuss the results</p>
Reflection	
Tips	<p>Usually the time is not enough for the participants to create their collages, even more - those women are not used to this kind of activities.</p> <p>Consider the option to rearrange the program of the session in order to give them more time to work. One option is to give the task before the break and to encourage them to discuss on the topic while having nice tea and coffee.</p>
Source(s)	

<b>Session 1:</b>	<b>He and She</b>
<b>Title of the activity</b>	<b>Providing information</b>
<b>Age</b>	After 16 years and adults (a group of 10 to 20 participants)
<b>Time</b>	10 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To introduce the topic of GBV</li> <li>- To make the POL sensible on the topic.</li> </ul>
<b>Preparation</b>	Prepare basic facts for GBV in your country/ if there is any information – about the Roma community in particular
<b>Step by step</b>	<p><b>Step 1</b> Present the basic facts:</p> <p><b>Step 2</b> Discuss with the group</p> <ul style="list-style-type: none"> <li>○ Ask the group if they knew those facts.</li> <li>○ Are they surprised?</li> <li>○ What they believe the situation in their community is?</li> </ul>
<b>Reflection</b>	

### Resource sheet 1. Basic facts

Violence<sup>1</sup> is "the intentional use of physical force or power, threatened or actual, against oneself, another person or against a group of community that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation".

Violence includes such acts as threat, intimidation, and oppression that result from a power relationship between individuals, between individuals and groups, or between groups.

- ✓ Violence is not a random act.
- ✓ It happens in specific circumstances and settings.
- ✓ Violence happens more frequently in some settings than others, and around the world it is more likely to be carried out by and against men – usually young men.
- ✓ In the public sphere, young men are most likely to be the perpetrators of this violence and most likely to be victims.
- ✓ In the private sphere – the home and other private spaces – men are more likely the aggressors and women the victims.
- ✓ Between 15 -70% of women have experienced physical or sexual violence by an intimate partner<sup>2</sup>
- ✓ One from 3 women in Bulgaria (33 %) experienced violence from her partner after the age of 15<sup>3</sup>.

<sup>1</sup> WHO, "What About Boys? A Literature Review on the Health and Development of Adolescent Boys" (Geneva: World Health Organisation and Pan American Health Organisation, 2000).

<sup>2</sup> Garcia-Moreno et.al. "Multi-country study on women's health and domestic violence" (Geneva: World Health Organization, 2005)

<sup>3</sup> European Union Fundamental Rights Agency (FRA). (2014). Violence against Women: an EU-wide survey. Pg. 28, 34, 174.

<b>Session 1</b>	<b>He and She</b>
<b>Title of the activity</b>	<b>Defining violence</b>
<b>Age</b>	After 16, adults
<b>Time</b>	45 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>▪ To define the violence</li> <li>▪ To generate a list with associations related with the topic.</li> <li>▪ To frame what the POL define as violence\</li> <li>▪ To differentiate the different types of violence and to make a separate list of their manifestations</li> </ul>
<b>Preparation</b>	
<b>Step by step</b>	<p><b>Step 1</b> Ask the POLs to reflect on those questions:</p> <ul style="list-style-type: none"> <li>○ What violence means to me?</li> <li>○ What are your first associations when you hear this word?</li> </ul> <p><b>Step 2</b> Ask the POL s to reflect on the types of violence by answering the following questions:</p> <ul style="list-style-type: none"> <li>○ Can you differentiate from the list different types of violence?</li> <li>○ What are their manifestations?</li> </ul>
<b>Reflection</b>	Usually the Roma groups define violence as physical abuse.
<b>Tips</b>	It is recommended for the facilitators to be ready with some additional information on the topic
<b>Source(s)</b>	Adapted from: Program M: Young Men’s Manual, A Training Manual for Educators and Youth Workers, CARE International, Website: <a href="http://www.youngmeninitiative.org">www.youngmeninitiative.org</a>

## Resource sheet 2. 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.

<b>Session 1</b>	<b>He and She</b>
<b>Title of the activity</b>	<b>Violence – true or false</b>
<b>Age</b>	After 16, adults
<b>Time</b>	15 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>▪ To introduce the topic of violence.</li> <li>▪ To classify and differentiate various forms of violence.</li> <li>▪ To display different subjective perceptions of violence</li> <li>▪ To provide additional information about GBV</li> </ul>
<b>Preparation</b>	Put a long line on the floor
<b>Step by step</b>	<p><b>Step 1</b> Give the instructions for the exercise: There is a line on the floor – one of the ends of the line is indicated with green (true), the other one – with red (false). Each one of the participants has to place herself at this end of the line - according her conviction if the statement is true or false</p> <p><b>Step 2</b> Read loudly each one of the statements</p> <p><b>Step 3</b> Make a short discussion after each statement</p>
<b>Reflection</b>	
<b>Tips</b>	It is recommended for the facilitators to be ready with some additional information on the topic
<b>Source(s)</b>	GewaltFREI leben – Du & Ich, adapted from Männerberatung Wien, AÖF, ( <a href="http://www.a oef.at/images/GewaltFREI%20leben%20pdfs/Handbuch_GewaltFREI_Dulch_Druck.pdf">http://www.a oef.at/images/GewaltFREI%20leben%20pdfs/Handbuch_GewaltFREI_Dulch_Druck.pdf</a> ).

### Resource sheet 3. Statements regarding GBV

1. Most of the acts of violence happen when the person is temporary insane.  
*Wrong: When someone is acting violently, he/she usually is completely aware what is he/she doing. It happens that the person is upset, frustrated or very angry and has a problem controlling the strong emotion.*
  
2. The victims and the violators do not know each other.  
*Wrong: Between 15 -70% of women have experienced physical or sexual violence by an intimate partner<sup>4</sup>*
  
3. The violence happens more often in poor families  
*Wrong: it could happen in every family, no matter of the social or the economic status of the family.*
  
4. The violence is normal and instinctive answer of the feelings - anger and aggression, especially for men.  
*Wrong: Violence is a learnt behavior, not an instinct. It happens more often in societies where the children witness violence as model from their parents or are victims of violence.*
  
5. At home – men are more likely the aggressors and women the victims.  
*True: in most of the cultures the aggression is related with the masculinity and the acts of aggression are tolerated.*
  
6. Most of acts of violence happen under the influence of alcohol and drogue.  
*True*
  
7. The women who are victims of violence usually did something wrong and their husband has the right to punish them.  
*Wrong.*
  
8. The children are more likely to become victims of violence than the adults.  
*Wrong: even if the children are at most exposed to the risk of violence, the adults especially the women are very often victims of violence in the family as well.*
  
9. The violence in the family is not a topic that could be discussed out of the family.  
*Wrong: Sometimes sharing the secret with someone out of the family is the only way to seek help and to find solution to the problem.*
  
10. Two-three slaps – it happens in every family, a woman should not make big thing of it.  
*Wrong: Every physical aggression should be treated as violence and should not be tolerated.*

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<sup>4</sup> Garcia-Moreno et.al. "Multi-country study on women's health and domestic violence" (Geneva: World Health Organization, 2005)

<b>Session 2</b>	<b>Violet (flower) and violence</b>
<b>Title of the activity</b>	<b>Warm up activity</b>
<b>Age</b>	All ages
<b>Time</b>	5-15 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>▪ To differentiate the outside reality from the internal group reality</li> <li>▪ To warm up the participants for the group work</li> <li>▪ To contribute for the group and individual confidence and cohesion</li> </ul>
<b>Preparation</b>	
<b>Step by step</b>	<p><b>Step 1</b> Welcome the participants</p> <p><b>Step 2</b> Remind them the rules of the group and the time frame</p> <p><b>Step 3</b> Give the instructions for the exercise</p>
<b>Reflection</b>	Those are the activities the most underestimated by the facilitators. In our work with Roma community we have learnt that the well selected warming up exercises are very important for the work with young Roma. Our experience shows that young Roma men are much more prone to them than the women.
<b>Tips</b>	<p>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.</p> <p>It is strongly recommended each session to start with thematic warm-up activity.</p>
<b>Source(s)</b>	Big variety of activities could be found at: <a href="https://www.salto-youth.net/tools/">https://www.salto-youth.net/tools/</a>

<b>Session 2</b>	<b>Violet (flower) and violence</b>
<b>Title of the activity</b>	<b>Manifestations of the violence</b>
<b>Age</b>	After 16 years and adults
<b>Time</b>	20 -30 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>○ To define what are the manifestations of the violence</li> <li>○ To raise the awareness regarding the different types of violence in the family</li> </ul>
<b>Preparation</b>	
<b>Step by step</b>	<p><b>Step 1</b> Divide the group in small groups</p> <p><b>Step 2</b> Give each one of the groups the task to think and to list the different manifestations of each type of violence discussed in the previous session: physical, emotional, sexual</p> <p><b>Step 3</b> Present the results of the work in the small groups in the big group and discuss it</p>
<b>Reflection</b>	Because this activity is very early in the program for the session, consider to work with the entire group.
<b>Tips</b>	<p>Divide the group on small groups only if you have the feeling the POLs feel good enough as a group and are ready to work with the topic in separated groups.</p> <p>The work in small groups will save you time, but you should provide clear instructions about the working time (10 min) in order to have time for discussion in the big group.</p>
<b>Source(s)</b>	

<b>Session 2</b>	<b>Violet (flower) and violence</b>
<b>Title of the activity</b>	<b>Do not mess the violence with love</b>
<b>Age</b>	After 16 years and adults
<b>Time</b>	30 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To define what are the manifestations of the violence</li> <li>- To raise the awareness regarding the different types of violence in the family</li> </ul>
<b>Preparation</b>	
<b>Step by step</b>	<p>Discuss with the group:</p> <ul style="list-style-type: none"> <li>• How does the victim of each one of the types of violence listed in the previous activity feel when those things happen to her?</li> <li>• Which of those behaviors are acceptable in the community?</li> </ul>
<b>Reflection</b>	
<b>Tips</b>	This activity is a logical continuation of the previous one – feel free to use the time according the group interest for the topics discussed and the energy you have to manage with
<b>Source(s)</b>	

<b>Session 2</b>	<b>Violet (flower) and violence</b>
<b>Title of the activity</b>	<b>Information block</b>
<b>Age</b>	After 16 years and adults
<b>Time</b>	20 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>○ To make the POLs understand the circle of violence and its phases</li> <li>○ To help them understand why there are different phases in the behavior of the perpetrator – aggression is followed by promises and nice gestures</li> </ul>
<b>Preparation</b>	
<b>Step by step</b>	<p>Discuss with the group:</p> <ul style="list-style-type: none"> <li>• How do you find this information?</li> <li>• Do you find this realistic?</li> </ul>
<b>Reflection</b>	
<b>Tips</b>	It is not recommended to deepen in the topic. Too much information only makes Roma women loose the focus. Stay focused and illustrate your statements with examples.
<b>Source(s)</b>	Resource: <a href="https://www.dvsac.org/cycles-of-violence/">https://www.dvsac.org/cycles-of-violence/</a>

## Resource sheet 4. The circle of violence

Think of this as a wheel that goes around, and around, and around. The more that you go around, the more you get used to it. It gets harder and harder to “jump off” the longer that you are in it.



### The “Honeymoon” Phase: How the relationship begins – Phase One

This is the person you fall in love with, and, like it or not, what you will miss if you end the relationship. It might not be flowers and candy; it might be romantic walks, long phone calls, feeling as if you are soul mates. It might be discovering how much you seem to have in common, or feeling that the person knows you better than anyone you have ever met. You can't imagine this person doing anything mean or violent – after all, how could someone who loves you so much possibly do something to hurt you?

### The Tension Phase: Walking on Eggshells – Phase Two

The things might be “little things” that you dismiss as unimportant, but the overall impact between you and your partner gets bigger and bigger. As the abusive partner tries to control you, there is a sense that you can avoid getting them really mad if you just do what they want you to do. After a while, though, no matter what you do will be good enough, and you move into Phase 3.

### **The Explosion: The shortest, but most dangerous phase – Phase Three**

The first explosion might just be yelling and calling you names, but explosions can be a threat to hurt you, throwing an object across the room, threatening to break up if you don't agree, pushing you in anger, or more severe expressions of physical violence. Some people have been kicked, cut with a knife, beat up, choked, slapped, burned, and scratched. They have had their arm held so tightly it bruised, had their fingers bent, and been dumped out of car. The explosion breaks the tension that has built up in Phase 2, and doesn't last long. The violence expressed does, and will, get worse over time. Even if it is "only" verbal or emotional, chances are high that it will eventually become physical.

### **The Apology: Phase One Begins Again**

This is the person you fell in love with, but somehow, even better. Of course, there are the promises that this will never happen again, and there will probably be gifts, a dinner out, a movie, or something that shows you how much that person loves you, and how sorry they are. They seem even sweeter in comparison to the explosion that just happened, and you may be confused by how you could have, only moments ago, been so scared and hurt. Also, you have just shared a very emotional experience, and it's normal after "getting through" something together to feel even closer than before. This is the "hook" that keeps people stuck in the Cycle of Violence.

**And the whole cycle continues again, and again....**

<b>Session 2</b>	<b>Violet (flower) and violence</b>
<b>Title of the activity</b>	<b>Point of view</b>
<b>Age</b>	16 years old and adults
<b>Time</b>	25 -30 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>▪ To demonstrate to the POLs that there are different points of view to the family situations</li> </ul>
<b>Preparation</b>	
<b>Step by step</b>	<p><b>Step 1</b> Read each one of the situations</p> <p><b>Step 2</b> Discuss with the group:</p> <ul style="list-style-type: none"> <li>○ Is this violence?</li> <li>○ How does the girl/the woman feel in this situation?</li> </ul> <p><b>Step 3.</b> Discuss with the group:</p> <ul style="list-style-type: none"> <li>• What other people say about what she is going through?</li> <li>• Brainstorm: think about possible answers of the statements</li> </ul>
<b>Reflection</b>	
<b>Tips</b>	
<b>Source</b>	

### Resource sheet 5. Case studies – types of violence

Case 1. A boy likes a girl and is courting – they walk together on the street he twists her arms and plucks her hair.

Case 2. A young family – the husband is waiting for the wife to finish work every afternoon to walk her home.

Case 3. 12 years old girl is not allowed to go to school for his father because the boys like her very much.

Case 4. 13 years old girl delivers a baby to a 18 years old boy, after they got married.

## Resource sheet 6. Possible comments

Case 1:

1. Young men do not know how to show their feelings...
2. Eh, he beats her because he likes her...
3. She is letting him do this because she likes him, this is her fault....

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Case 2:

1. The man has always to protect the honor of the family....
2. The woman has to stay at home and to take care for the children. Let her work while they do not have children... because after... she will have to stay at home...

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Case 3:

1. What she has learnt – she learnt, she does not have to be educated to be married ...
2. The father is right to protect her, if something happen ... who it “take” her for wife...
3. Girls do not have to be educated, they have to be honest, to be good housekeeper, to have respect her husband... this she can learn only at home.

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Case 4:

1. If they love each other, nothing can stop them....
2. If they are married – nothing wrong happen .... This is the tradition...
3. Those are family business ....

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<b>Session 2</b>	<b>Violet (flower) and violence</b>
<b>Title of the activity</b>	<b>Communication skills block</b>
<b>Age</b>	After 16 and adults
<b>Time</b>	20 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>▪ To introduce the topic of the personal responsibility of every member of the community for reducing the violence</li> <li>▪ To help the POLs understand their role</li> <li>▪ To straighten the capacity of the POLs to communicate the anti-violence message</li> </ul>
<b>Preparation</b>	Think how you would make the demonstration considering the results of the pre-implementation phase survey
<b>Step by step</b>	<p><b>Step 1</b> Demonstration from the facilitator</p> <p><b>Step 2</b> Discussion on the demonstration:</p> <ul style="list-style-type: none"> <li>○ Is it realistic?</li> <li>○ What are the possible reactions of your friend?</li> <li>○ How would you answer her?</li> <li>○ How to choose the first friend to talk with?</li> </ul> <p><b>Step 3:</b> <b>Instruction for homework</b></p> <ul style="list-style-type: none"> <li>○ Share at least with one person where you have been and what you have learnt during the session</li> </ul>
<b>Reflection</b>	
<b>Tips</b>	<p>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 activities in order to answer to all the questions of the POLs. Be sure that the POLs correctly understand their role of communicators and introduce the main rules.</p> <p>The rules described in Resource sheet 7 are extracted from the previous experience of HESED with POL groups on the GBV topic.</p>
<b>Source</b>	

## Resource sheet 7. Example opening of the discussion with a friend

**POL:** ... *I am visiting a very interesting training... there are other young people in my age... and we discuss very interesting topics related to the relationships in the family, love, the role of the women... we discuss also topics like violence...*

**Friend:** (?)

What could you answer if your friend tells you?

1. Why you are going there to lose your time? Don't you have other work to do?
2. This does not happen to me, neither to my relatives?/ This will never happen to me. Neither to my daughter... I do not have anything to do with this...
3. Me also I want to visit a group like this one... Can I come with you?
- .
- .
- .

## Resource sheet 8. Main rules

It is essential that the POLs understand correctly their role – to spread the word for nonviolent behavior in the community.

They should respect the following rules:

- Speak only through your own experience! Use “I – form”;
- Do not try to solve other peoples` problems by advising them what to do;
- Do not intentionally choose to speak with people who are living in situation of violence;
- Try not to take any side in the situation, and not to judge the choices of the other people;
- Do never, ever try to interfere into situation of violence!
- If the person you talk with asks for help or wants to share her experience with violence – listen to her, try to console her. You can tell her also that there are professionals who could help her and even provide her and her children with contacts of a shelter: **0800 1 86 76 or 02 981 76 86.**

<b>Session 3.</b>	<b>Super(ROMA)man vs Super(ROMA)woman</b>
<b>Title of the activity</b>	<b>Feedback from the first conversations</b>
<b>Age</b>	16 years old and adults
<b>Time</b>	20 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>○ To provide feedback from the conversations with the friends</li> <li>○ To provide information about the reactions of the social network</li> </ul>
<b>Preparation</b>	
<b>Step by step</b>	<p><b>Step 1</b>  <b>Discuss with the POLs:</b> 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> <p><b>Step 2</b>  If needed: brainstorming from the group with propositions for improvement of the conversations?</p>
<b>Reflection</b>	
<b>Tips</b>	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 <b>important part of the internal and the external evaluation process!</b> Use a list of contact to facilitate the process
<b>Source</b>	

<b>Session 3.</b>	<b>Super(ROMA)man vs Super(ROMA)woman</b>
<b>Title of the activity</b>	<b>Introduction of the topic: The family</b> <b>The typical Roma family – building a case study</b>
<b>Age</b>	16 years old and adults
<b>Time</b>	50-60 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>○ To provide the image of the typical Roma family</li> <li>○ To define the gender role expectations within the family</li> </ul>
<b>Preparation</b>	
<b>Step by step</b>	<p><b>Step 1</b> Brainstorm with the POLS on the typical Roma family:</p> <ul style="list-style-type: none"> <li>● How old they are?</li> <li>● How and where they live? What they do for living?</li> <li>● How many children they have?</li> </ul> <p><b>Step 2</b></p> <ul style="list-style-type: none"> <li>○ Divide the group on two</li> <li>○ Ask one of the groups to describe the gender expectations regarding the women and the other one – the expectations directed to the men</li> <li>○ Present the results of the work in the big group and discuss them</li> </ul> <p><b>Step 3</b> <b>Discuss with the group:</b> What are the advantages/disadvantages of being a male/female in Roma community?</p> <ul style="list-style-type: none"> <li>● Which of the expectations listed POLs find acceptable?</li> <li>● Which of those they find old-fashioned if any?</li> <li>● How they could be changed?</li> </ul>
<b>Reflection</b>	
<b>Tips</b>	<p>Normally in the groups the list of obligations and expectations related to the female role are much longer</p> <p>It becomes very clear that the men have much more freedom comparing to the women</p> <p>and that the community presents much more restrictions to the women comparing to the men</p>
<b>Source</b>	

<b>Session 3.</b>	<b>Super(ROMA)man vs Super(ROMA)woman</b>
<b>Title of the activity</b>	GBV is not acceptable! How we can make the change?
<b>Age</b>	16 years old and adults
<b>Time</b>	10-20 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>○ To make the POLs think about the scope of the problem</li> <li>○ to raise the awareness about the consequences of the GBV</li> </ul>
<b>Preparation</b>	
<b>Step by step</b>	<p><b>Step 1</b> Present the facts – 7 reasons why GBV is not acceptable</p> <p><b>Step 2</b> Discuss with the POLs how the change could be done in their community</p>
<b>Reflection</b>	
<b>Tips</b>	
<b>Source</b>	Adapted from: <a href="http://us.breakthrough.tv/resources/13-reasons-why-we-must-drive-the-culture-change-needed-to-make-violence-against-women-unacceptable/">http://us.breakthrough.tv/resources/13-reasons-why-we-must-drive-the-culture-change-needed-to-make-violence-against-women-unacceptable/</a>

## Resource sheet 9. 7 reasons why GBV is not acceptable

1. **Violence against women affects everyone.** When women are unequal and unsafe, they cannot fully participate in society. Only when everyone is safe in public and private, can women, men, children, families, homes, neighborhoods, workplaces, communities, institutions, economies, ecosystems, and nations truly thrive.
2. **Violence against women is rampant.** 35% of women worldwide have experienced physical and/or sexual violence. Look around whatever room you're in: that's about 1 in 3 of the women you see. Violence against women (VAW) takes countless forms, from domestic abuse and dating violence to online and street harassment, sexual harassment at work, rape as a weapon of war, bullying, reproductive coercion, forced and early marriage, stalking, and more. (For global stats, see UN Women.)
3. **With the time the acts of violence become increasingly violent** and could have irreparable consequences for the health of the woman, and to threaten her life.
4. **The scope of violence is increasing with the time** - there is a very big chance that the men could start to use violence against the children as well.
5. Most of the victims try to convince themselves that violence is isolated or situation determined act that will not be repeated in the future, or they believe that they deserve to be punished or mistreated, and they do not seek help.
6. **Violence against women hurts men and children.** And leads to more violence. Witnessing violence in one's home is the strongest predictor of violence in one's adult and intimate relationships – this means that the children growing in the family are more likely to use violence when they have their own families.
7. Violence and discrimination against women is often seen as normal, not a big deal, a private problem, or the fault of...women, **the most important is the woman to stop believing in this and not to accept it as normal.**

**Violence against women is one of the easiest things to stop (Mallika Dutt). We just need to act. We can start in our homes and neighborhoods, in our communities - by teaching kids to respect boys and girls, by informing women that violence is not acceptable and tolerable and informing them where they could seek for help and support.**

<b>Session 3.</b>	<b>Super(ROMA)man vs Super(ROMA)woman</b>
<b>Title of the activity</b>	<b>Communication skills block</b>
<b>Age</b>	After 16 years and adults (a group of 10 to 15 participants)
<b>Time</b>	60 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>▪ To demonstrate how to start the conversations on the topic</li> <li>▪ To increase the self-confidence of the POLs to talk on the topic</li> <li>▪ To improve their communication skills</li> </ul>
<b>Preparation</b>	Think about an appropriate way to start the conversation
<b>Step by step</b>	<p><b>Step 1</b> Demonstration from the facilitator</p> <p><b>Step 2</b> Discussion on the demonstration:</p> <ul style="list-style-type: none"> <li>○ Is it realistic?</li> <li>○ What are the possible reactions of your friend?</li> <li>○ How would you answer her?</li> </ul> <p><b>Step 3</b> <b>Instruction for homework</b> Talk with the friends from you list about the topics we have discussed today</p> <p><b>Step 4</b> Discuss with the group what are the possible answers of the following answers of the friend</p> <p><b>Step 5</b> Role plays How to support the desired change and to avoid "bad" behaviors</p> <ol style="list-style-type: none"> <li>(1) Divide the group in couples – ask them to play the dialogue from the demonstration</li> <li>(2) Observe the conversations and provide feedback</li> </ol>
<b>Reflection</b>	<p>Note: It is essential that the POL understand correctly their role – the spread the word for nonviolent behavior in the community.</p> <p>They should respect the following rules:</p> <ul style="list-style-type: none"> <li>- Speak only through your own experience! Use "Me – form";</li> <li>- Do not try to solve other peoples` problems by advising them what to do;</li> <li>- Do not intentionally look to speak with people who are living in situation of violence;</li> <li>- Try not to take any side in the situation, and not to</li> </ul>

	<p>judge;</p> <ul style="list-style-type: none"> <li>- Do never, ever try to interfere into situation of violence!</li> <li>- If the person you talk with asks for help or wants to share her experience with violence – listen to her, try to console her. You can tell her also that there are professionals who could help her and even provide her and her children with contacts of a shelter: <b>0800 1 86 76 or 02 981 76 86.</b></li> </ul>
<b>Tips</b>	<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>

### Resource sheet 10. Example of conversation

**POL:** Do you remember I told you that I am visiting a training where we are talking about families, obligations and other different things. I have learnt that one of three women has experienced violence at home. And the other thing that impressed me is that they told us that it is important how we teach our children in order this situation to happen....

**Friend: ...**

- Do you think this situation is realistic?
- How would you start a conversation with a friend of yours...
- What would be her reaction?

<b>Session 3</b>	<b>Super(ROMA)man vs Super(ROMA)woman</b>
<b>Title of the activity</b>	<b>Individual work – list of contacts</b>
<b>Age</b>	After 16 and adults
<b>Time</b>	10 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>▪ To identify the networks of the POLs</li> <li>▪ To frame the scope of the intervention</li> </ul>
<b>Preparation</b>	
<b>Step by step</b>	<p><b>Step 1</b> Give each one of the POLs one of the handouts – list of contact</p> <p><b>Step 2</b> Instruct them to write down the names of their closest friends having in mind that they will have to talk with them for the topics discussed in every session</p>
<b>Reflection</b>	
<b>Tips</b>	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 all the questions of the POLs.

Table - conversations with friends							
POL:							
session No. / date							
name	planned conversation	performed conversation	planned conversation	performed conversation	planned conversation	performed conversation	planned conversation

<b>Session 4</b>	<b>SMART (ROMA) woman</b>
<b>Title of the activity</b>	<b>Dating situations</b>
<b>Age</b>	After 16 years and adults (a group of 10 to 15 participants)
<b>Time</b>	60 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>▪ To make the POLs think about the violence in everyday life</li> <li>▪ To make them think about the feelings of the victims</li> </ul>
<b>Preparation</b>	
<b>Step by step</b>	<p><b>Step 1</b> Draw two columns on a piece of flipchart. Label one column “healthy relationships” and the other “unhealthy relationships.”</p> <p><b>Step 2</b> Present each one of the dating situations</p> <p><b>Step 3</b> Discuss after each one of the presented situations.</p>
<b>Reflection</b>	<p>Discussion questions for the follow-up group reflection:</p> <ol style="list-style-type: none"> <li>1. Are these situations realistic?</li> <li>2. Have you ever been in any of these situations? How did you feel?</li> <li>3. How does the community respond to these situations?</li> <li>4. What are the most common characteristics of healthy relationships?</li> <li>5. What are the most common characteristics of unhealthy relationships?</li> <li>6. Do you think young people in your community usually have healthy or unhealthy relationships? Explain.</li> <li>7. What are the greatest challenges to building a healthy family? How can these challenges be faced?</li> <li>8. What should you do if you think you are in an unhealthy relationship?</li> <li>9. What could you do if a friend is in an unhealthy relationship?</li> </ol>
<b>Tips</b>	Depending of the time you have you could skip some of the situations
<b>Source</b>	Adapted from: Program M: Young Men’s Manual, A Training Manual for Educators and Youth Workers, CARE International, Website: <a href="http://www.youngmeninitiative.org">www.youngmeninitiative.org</a>

## Resource sheet 11. Dating situations

<b>He grabs her arm during an argument.</b>	<b>He insists that she will make abortion even if she does not want to (or the opposite).</b>	<b>He is pressuring her to have sex when she does not want.</b>	<b>Even if you have different beliefs and points of view, you can respect each other's views.</b>
<b>She doesn't want him to go out with his friends. She says she can't trust him farther than she can throw him.</b>	When she hears that he cheated on her, he says he was drunk and it wasn't his fault.	He calls her a stupid — during an argument.	He's pressuring her to let him take naked photos of her. He plans to post them on the Internet, saying, "Oh baby, you just look so hot and I want the world to see you."
<b>He does not let her visit her family when she wants to.</b>	He slaps her when she tells him that she does not want to do something he asked her to do.	He is helping her with the domestic work.	She believes that she has to obey him and she respects his opinion even if she does not agree with him.

<b>Session 4</b>	<b>SMART (ROMA) woman</b>
<b>Title of the activity</b>	<b>Map the resources in and out of the community</b>
<b>Age</b>	After 16 years and adults (a group of 10 to 15 participants)
<b>Time</b>	30 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>▪ To map the resource in and out of the community</li> </ul>
<b>Preparation</b>	
<b>Step by step</b>	<p><b>Step 1</b> Use the situations from the first part of the session and ask the group where the girl/the woman could ask for help</p> <p><b>Step 2</b></p> <ul style="list-style-type: none"> <li>- Discuss the role of the family and how the community reacts in those situations</li> <li>- Who are the main actors who can help her in the community? How? Consider as much of the situations as possible</li> </ul> <p><b>Step 3</b> Provide information about organizations out of the community who could help and how they could help</p>
<b>Reflection</b>	
<b>Tips</b>	Be ready with information regarding the services for victims of violence
<b>Source</b>	

<b>Session 4</b>	<b>SMART (ROMA) woman</b>
<b>Title of the activity</b>	<b>Communication skills block</b>
<b>Age</b>	After 16 years and adults (a group of 10 to 15 participants)
<b>Time</b>	40-50 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>▪ To demonstrate how to start the conversations on the topic</li> <li>▪ To increase the self-confidence of the POLs to talk on the topic</li> <li>▪ To improve their communication skills</li> </ul>
<b>Preparation</b>	Think about an appropriate way to start the conversation
<b>Step by step</b>	<p><b>Step 1</b> Demonstration from the facilitator</p> <p><b>Step 2</b> Discussion on the demonstration:</p> <ul style="list-style-type: none"> <li>○ Is it realistic?</li> <li>○ What are the possible reactions of your friend?</li> <li>○ How would you answer her?</li> </ul> <p><b>Step 3</b> <b>Instruction for homework</b> Talk with the friends from you list about the topics we have discussed today</p> <p><b>Step 4</b> Discuss with the group what are the possible answers of the following answers of the friend</p> <p><b>Step 5</b> Role plays How to support the desired change and to avoid "bad" behaviors</p> <ul style="list-style-type: none"> <li>○ Divide the group in couples – ask them to play the dialogue from the demonstration</li> <li>○ Observe the conversations and provide feedback</li> </ul>
<b>Reflection</b>	
<b>Tips</b>	The role plays are strongly recommended
<b>Source(s)</b>	

## Resource sheet 12. Example of conversation

How would you react in the following situations? What would you say or react!

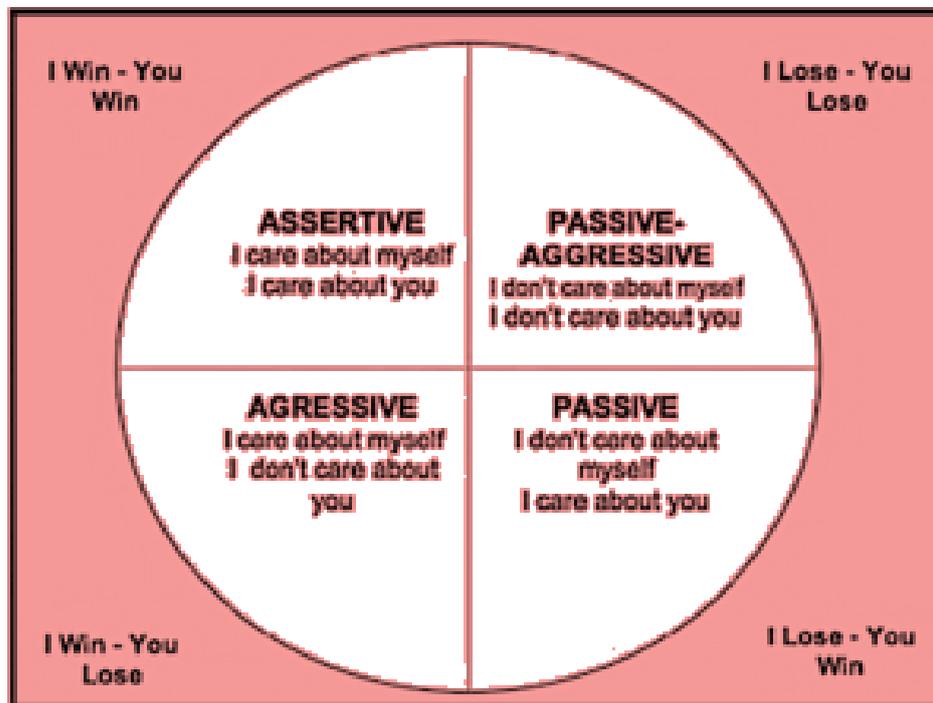
Situation 1. A friend of yours who is using a lot of makeup to hide the bruises on her face....

Situation 2. A friend of yours who stopped working because of the jealousy of her husband ...

Situation 3. You have witnessed a lot of times how the husband of a friend of yours offends her in front of their children...

<b>Session 5</b>	<b>Who I want to be</b>
<b>Title of the activity</b>	<b>Information block: Assertive behavior</b>
<b>Age</b>	After 16 and adults
<b>Time</b>	40 min.
<b>Objectives</b>	To introduce the assertive behavior as a successful communication strategy with the partner
<b>Preparation</b>	
<b>Step by step</b>	<p><b>Step 1.</b> Provide information about assertive behavior</p> <p><b>Step 2.</b></p> <ul style="list-style-type: none"> <li>○ Ask the POLs to give examples from their life</li> <li>○ Discuss with POLs if they know people from the community who use this communication strategy</li> <li>○ In what situations it could be used?</li> </ul>
<b>Reflection</b>	
<b>Tips</b>	
<b>Source(s)</b>	Resource: <a href="https://acoarecovery.wordpress.com/page/3">https://acoarecovery.wordpress.com/page/3</a>

## Resource sheet 13. What is assertiveness<sup>5</sup>



Some ideas to get you started<sup>6</sup>:

1. Start small.
2. Learn to say no.
3. Let go of guilt.
4. Express your needs and feelings.

<sup>5</sup> <https://acoarecovery.wordpress.com/page/3/>

<sup>6</sup> Adapted from: <https://psychcentral.com/lib/5-tips-to-increase-your-assertiveness/2/>

<b>Session 5</b>	<b>Who I want to be</b>
<b>Title of the activity</b>	<b>Evaluation of the work</b>
<b>Age</b>	After 16
<b>Time</b>	30-40 min.
<b>Objectives</b>	
<b>Preparation</b>	Prepare a line of evaluation on the flipchart, scale from 0 to 10 Provide each of the POLs with sticky notes
<b>Step by step</b>	Ask each one of the POLs to scale from 0 to 10 the following questions: <ol style="list-style-type: none"> <li>1. I have learnt new and interesting things during the training.</li> <li>2. I find the things I have learnt during the training useful.</li> <li>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.</li> <li>4. I will continue to talk about the topics we have discussed during the training with my friends.</li> <li>5. I feel more confident when talking on the topics of GBV than before the training</li> </ol>
<b>Reflection</b>	
<b>Tips</b>	If your POLs know how to write and read – make a closed question questionnaire This activity is an important part of the internal evaluation of the training.
<b>Source(s)</b>	

**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 GBV than before the training					

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