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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 male leaders

Session 1:	Empowerment of the leaders and group cohesion
Title of the activity	Empowerment of the leaders
Age	After 16 and adults
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
Preparation	
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"> ○ Why you are here? ○ How have you been chosen? ○ What is the problem we want to tackle? ○ What is your role? <p>Step 3 Presentation of the informed consents</p>
Reflection	
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
Source(s)	HESED training practice

Session 1:	Empowerment of the leaders and group cohesion
Title of the activity	The story of my name
Age	7 - 16 years and adults
Time	5-10 minutes
Objectives	<ul style="list-style-type: none"> ▪ The introduce the participants. ▪ To make the participant feel familiar with each other
Preparation	
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>
Reflection	
Tips	
Source(s)	HESED training practice

Session 1:	Empowerment of the leaders and group cohesion
Title of the activity	The circle of the favorite things
Age	10 - 16 years and adults (a group of 10 to 20 participants)
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> <ul style="list-style-type: none"> ○ I like Fiki Storaro (famous singer)/ Azis most famous Roma singer in Bulgaria. ○ I like to eat dinner. ○ I have a girlfriend. ○ I have a sister/sisters. ○ I believe women should respect the opinion of the men. ○ I have a lot of friends in the neighborhood. ○ I believe girls and boys cannot be friends. ○ I believe girls and boys are equal/ are not equal. ○ I believe early marriages are good for the men. ○ I believe early marriages are not good for women. ○ I believe a man should respect his wife.
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?
Tips	
Source(s)	Adapted from: Training practice of SPI Forschung gGmbH and Grenzläufer e.V. - Quarcoo C (2017). Documentation from Diversity competence Workshop at SPI Forschung on 28.03.2017..

Session 1:	Empowerment of the leaders and group cohesion
Title of the activity	The tree of expectations
Age	10 -16 years and adults (a group of 10 to 20 participants)
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"> ○ What do I expect to learn here? ○ 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>
Reflection	
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.
Source(s)	

Session 1:	Empowerment of the leaders and group cohesion
Title of the activity	Providing information
Age	After 16 years and adults (a group of 10 to 20 participants)
Time	10 minutes
Objectives	<ul style="list-style-type: none"> ▪ To introduce the topic of GBV ▪ To make the POL sensible on the topic.
Preparation	Prepare basic facts for GBV in your country/ if there is any information – about the Roma community in particular
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?
Reflection	

Resource sheet 2. Basic facts

Violence¹ 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 partner²
- ✓ One from 3 women in Bulgaria (33 %) experienced violence from her partner after the age of 15³.

¹ 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).

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

Session 2	The face of violence
Title of the activity	Warm up activity
Age	All ages
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
Preparation	
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. 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 men. 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	<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>
Source(s)	<p>Big variety of warm up activities could be found at:</p> <p>https://www.salto-youth.net/tools/</p>

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

Session 2	The face of violence
Title of the activity	Defining violence
Age	After 16, adults
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
Preparation	
Step by step	<p>Step 1 Ask the POLs to reflect on those questions:</p> <ul style="list-style-type: none"> ○ What violence means to me? ○ 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"> ○ Can you differentiate from the list different types of violence? ○ What are their manifestations?
Reflection	Usually the Roma groups define violence as physical abuse.
Tips	It is recommended for the facilitators to be ready with some additional information on the topic
Source(s)	Adapted from: Program M: Young Men's Manual, A Training Manual for Educators and Youth Workers, CARE International, Website: www.youngmeninitiative.org

Resource sheet 3. 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.
Step by step	<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.
Reflection	
Tips	For the purposes of the POL, it is important to adapt the statements according the cultural reality of the community of intervention
Source	GewaltFREI leben – Du & Ich, adapted from Männerberatung Wien, AÖF, (http://www.aeof.at/images/GewaltFREI%20leben%20pdfs/Handbuch_GewaltFREI_Dulch_Druck.pdf).

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".	"You, loser!"
Philipp thinks that it is the task of a man to take decisions for himself and his wife.	Two boxers in a boxing ring, shortly before the fight starts.
Three policemen intervene by a fight among several adolescents in a park.	Because Sabine does not like to drink any alcohol at a party she has to hear constantly: "Come on, don't be that stuffy"
Klaus becomes defiant and offended when his girlfriend speaks to other men.	You get a nice smile from somebody you like.
Home arrest.	A mother shouts at her kid: "Stop it being so annoying!"
Nadine asks Abdul, whether he could borrow her one Euro.	A 16-old boy likes to have sex with his girlfriend, who had already told him that she does not like this now. Nevertheless he asks her the same half an hour later.
In the tram you observe how an elderly man gazes greedily at a young girl from top to bottom.	An adolescent goes out to the street. Suddenly another pedestrian bumps into him.
A father beats his son, because he returned home two hours later than agreed.	Peter often destroys objects at home when being furious.
Anton likes to scare girlfriends driving boldly his car.	Aunt Margit kisses Michael from top to bottom all times when she visits his family, though he does not like this at all.
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 blow job/Will you suck my dick?" Both boys laugh loudly.	You get a great praise from someone you feel close.
Isabella and Aisha throw stones on their cat and lock it in a box.	A girl steals another girl's purse in a swimming pool.
"Queer hog!"	Piotr's father asks him to bring the garbage bin away. He replies: "Do it yourself"
In the youth centre a boy passes by a group of girls. He stumbles and almost falls down. The girls laugh at him.	You notice that someone talks bad about you behind your back.
In a disco club a boy approaches a girl saying: "You have hot legs"	An adolescent is attacked by a group of 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 activity	Types of violence – work on case studies
Age	16 years old and adults
Time	40 minutes
Objectives	<ul style="list-style-type: none"> ▪ To sensitize to the topic of gender-based violence ▪ To help participants find out/define their clear position against violence: What is violence for me personally? When does violence begin for me?
Preparation	
Step by step	<p>Step 1 Explain to the participants that in this exercise there are no wrong answers or opinions: “This exercise is designed to explore and set your own boundaries as to violence in partnership”.</p> <p>Step 2 Read each case study on violence one by one</p> <p>Step 3 Answer the questions after each case study.</p>
Reflection	
Tips	<p>Read each case study on violence and use the talking stick to facilitate a discussion with the questions following each case study</p> <p>Consider to divide the group to work on small groups</p>
Source	<p>Adapted from: Program M: Young Men’s Manual, A Training Manual for Educators and Youth Workers, CARE International, Website: www.youngmeninitiative.org</p>

Resource sheet 4. Case studies – types of violence⁴

Case Study # 1

Zarko and Lidija are a young married couple. Zarko's family is coming over to their home for dinner. He is very anxious that they should have a good time, and he wants to show them how great of a cook his wife is. But when he gets home that night, nothing is prepared. Lidija has not been feeling well and she has not started making the dinner yet. Zarko is very upset. He does not want his family to think that he cannot control his wife. They begin to argue and yell at each other. The fight quickly escalates, and Zarko hits her in the face.

- Is it violence?
- How Zarko could react differently?

Case Study # 2

You are dancing with a group of friends at the disco. When you are about to leave, you see a couple (a boy and a girl, apparently boyfriend/girlfriend) arguing at the entrance. He calls her a bitch and asks her why she was flirting with another guy. She says: "I was not looking at him... and even if I was, aren't I with you?" He shouts at her again. Finally, she says: "You don't have the right to treat me like that." He calls her worthless and tells her to get out of his face – he can't stand to look at her. He then hits her, and she falls down. She screams at him, saying that he has no right to do that.

- What would you do? Would you leave? Would you say anything? Why or why not?
- 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?

Case Study # 3

Misho is an older boy who comes from a wealthy family. He meets Dara one day on her way home from school and they chat a little. The next day he meets up with her again and this continues until one day he invites her to go together in the park. He tells her how much he likes her and then he started to kiss her and to touch her under her blouse. But, then Dara stops him and says that she doesn't want to go anything further. He is furious. He tells her that he has spent lots of time with her and says: "What are my friends going to say?" He pressures her to get her to change her mind. First he tries to be seductive, then he begins yelling at her in frustration. Then he begins pulling at her forcefully, pushing her down. He then forces her to sex, even though she keeps saying, "No, stop!"

- What do you think – is it violence?
- Who is has the responsibility in this situation?

⁴ Adapted from: Program M: Young Men's Manual, A Training Manual for Educators and Youth Workers, CARE International, Website: www.youngmeninitiative.org

Session 2	The face of violence
Title of the activity	Communication skills block
Age	After 16 and adults
Time	20 minutes
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
Preparation	Think how you would make the demonstration considering the results of the pre-implementation phase survey
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? ▪ 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
Reflection	
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.
Source	

Resource sheet 5. Example opening of the discussion with a friend

POL: ... I am visiting a very interesting training... there are other young people at my age... and we discuss very interesting topics related to the relationships with the girls, sex, family ...

Friend: (?)

POL: I have learnt that there are a lot of girls who are experiencing hard times in their relations because the boys are insulting them or are making (forcing) them to do things that they do not want to do, or are not ready to do.

Friend: (...)

POL: I understood that not only hitting a girl is violence, but telling her bad words, yelling at her, shouting at her, insulting her or her family, asking her to kiss and to do other things she is not willing to... You know those things make the girls feel bad... and I believe, if a boy likes a girl he should not treat her this way....

Session 3	Understanding the cycle of violence
Title of the activity	Feedback from the first conversations
Age	16 years old and adults
Time	20 minutes
Objectives	<ul style="list-style-type: none"> ▪ To provide feedback from the conversations with the friends ▪ To provide information about the reactions of the social network members
Preparation	
Step by step	<p>Step 1 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> <p>Step 2 If needed: brainstorming from the group with propositions for improvement of the conversations?</p>
Reflection	
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
Source	


Table - conversations with friends

POL: session No. / date name							
	planned conversation	performed conversation	planned conversation	performed conversation	planned conversation	performed conversation	planned conversation

Session 3	Understanding the cycle of violence
Title of the activity	Understanding the cycle of violence
Age	16 years old and adults
Time	50 minutes
Objectives	<ul style="list-style-type: none"> ▪ To reflect on the own experience with violence of each of the POLs ▪ To understand what is the circle of violence
Preparation	<p>Before the session, tape five pieces of flipchart paper to a wall. On each paper write one of the five categories below:</p> <ul style="list-style-type: none"> • 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	<p>Step 1 Give the POLs some time to answer the questions</p> <p>Step 2 Discuss the answers (without announcing who is the author) in the big group.</p>
Reflection	
Tips	
Source	<p>Adapted from: Program M: Young Men's Manual, A Training Manual for Educators and Youth Workers, CARE International, Website: www.youngmeninitiative.org</p>

Resource sheet 6. Questions

1. What is the most common type of violence used against us (boys)?
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 who we us men 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	All age groups
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	<p>Step 1</p> <p>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.</p>  <p>Step 2</p> <ul style="list-style-type: none"> ▪ 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. <p>Step3</p> <p>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 their hand, when they feel that the approaching person has come close</p>

	<p>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.
Reflection	<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>
Tips	
Source	<p>GewaltFREI leben – Du & Ich, adapted from „Ganz schön intim“ AÖF, (http://www.a oef.at/images/GewaltFREI%20leben%20pdfs/Handbuch_GewaltFREI_Dulch_Druck.pdf).</p>

Session 3	Understanding the cycle of violence
Title of the activity	The origin of violence
Age	From 16 years
Time	50 minutes
Objectives	<ul style="list-style-type: none"> ▪ To encourage exchange reflections in the group on role attributions and internalized role models. ▪ To question gender role attributions based on stereotypes that foster gender inequality.
Preparation	Choose a realistic story from the every-day life of the POLs – easy for them to get identified with
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 violence? 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 boys could react differently? How?
Reflection	
Tips	Choose a story that is easy for the POLS to identify with
Source	

Resource sheet 7. Assenovgrad case

During the summer the young rowers from the rowing team – girls in small Bulgarian town, with strong traditions in this sport, conducts drills at a local water basin. The weather is very hot – and a group of Roma boys (same age), came to refresh themselves in the cool waters of the dam. This is a very familiar situation during the summer and until this particular day – any disturbing situation did not happen during the years of peaceful cohabitation of the local rowing team and the Roma neighborhood – located in a near vicinity... until this day...

Suddenly – one of the boats of the girls turned over, and the girls fell into the water. They started to try to turn back the boat in a normal position, but it was very difficult to them to succeed.

The boys started to shout from the coast and to offer help to the girls, who indignantly refused **the aid proposed**. Then (because of the help refused) the boys started to throw stones on them and to offend them.

The trainers of the girls witnessed what happened from the other coast and run immediately to protect them - by attacking the group of boys who continued to throw stones on the girls. A big fight started because of the accident. For few minutes a big group of Roma came from the close neighborhood to support the teenagers. Meanwhile - parents of the children from the sports club also joined the fight. At the end the police came to solve the situation.

The battle continued later in front of the local hospital where both of the groups went to look for medical aid for their wounded “fighters”.

The accident had very big resonance in the news, and was the reason for the local population to start protests against the politics of the local authorities regarding the Roma integration.

Questions to discuss:

1. Is this violence?
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?
4. Do you believe the boys could react differently? How?

Session 4	Violet (flower) and violence
Title of the activity	Do not mess the violence with love!
Age	From 16 years
Time	20 minutes
Objectives	<ul style="list-style-type: none"> ▪ To make the POLs think about the emotions of the victims.
Preparation	
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>
Reflection	
Tips	If you are short with the time consider to skip some of the cases
Source	Based on Experience of AÖF (http://www.a oef.at/).

Resource sheet 8. How the partner feels?

Violence in young relationships

1. Rosen picks up his girlfriend Sonja from school every day.
2. Mario gives his girlfriend Nadia a slap in the face when she contradicts him.
3. Ljubo is calling his girlfriend names like "you slut", "whore", "disabled" in front of all the others.
4. Asen posts the personal photos of his girlfriend on the Internet.

Violence in couples

5. After a quarrel in Ivanovi family, Mr Ivanov often does not speak a word with his wife for days and treats her like air.
6. Mrs. Tabakova has recently come to Sofia with her family. She does not know anyone here and feels very alone. Her husband does not want her to leave the house without him to get to know other people. When she recently said that she wanted to go to a work, he forbade it. The children were too small to leave them alone home.

Session 4	Violet (flower) and violence
Title of the activity	Dating situations
Age	After 16 years and adults (a group of 10 to 15 participants)
Time	20-30 minutes
Objectives	<ul style="list-style-type: none"> ▪ To make the POLs think about the violence in everyday life ▪ To make them think about the feelings of the victims
Preparation	
Step by step	<p>Step 1 Draw two columns on a piece of flipchart. Label one column “healthy relationships” and the other “unhealthy relationships.”</p> <p>Step 2 Present each one of the dating situations</p> <p>Step 3 Discuss after each one of the presented situations.</p>
Reflection	<p>Discussion questions for the follow-up group reflection:</p> <ol style="list-style-type: none"> 1. Are these situations realistic? 2. Have you ever been in any of these situations? How did you feel? 3. How does the community respond to these situations? 4. What are the most common characteristics of healthy relationships? 5. What are the most common characteristics of unhealthy relationships? 6. Do you think young people in your community usually have healthy or unhealthy relationships? Explain. 7. What are the greatest challenges to building a healthy relationship? How can these challenges be faced? 8. What should you do if you think you are in an unhealthy relationship? 9. What could you do if a friend is in an unhealthy relationship?
Tips	Depending of the time you have you could skip some of the situations proposed
Source	Adapted from: Program M: Young Men’s Manual, A Training Manual for Educators and Youth Workers, CARE International, Website: www.youngmeninitiative.org

Resource sheet 9. Dating situations

He grabs her arm during an argument.

He tells his friends that

he “scored” with her last night when all they did was talk.

He is pressuring her to have sex.

Even if you have different beliefs and points of view, you can respect each other’s views.

She doesn’t want him to go out with his friends. She says she can’t trust him farther than she can throw him.

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.”

He does not let her visit her family when she wants to.

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 respect his opinion even if she does not agree with him.

Session 4	Violet (flower) and violence
Title of the activity	Act like a man/ act like a woman
Age	After 16 years and adults (a group of 10 to 15 participants)
Time	40 minutes
Objectives	<ul style="list-style-type: none"> ▪ To frame the gender expectations directed to the men in the community.
Preparation	
Step by step	<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>Step 2 In large letters, print on a piece of flipchart paper the phrase “Act Like a Man.” Ask the participants to share their ideas about what this means. These are society’s expectations of who men should be, how men should act, and what men should feel and say. Draw a box on the paper, and write the meanings of “act like a man” inside this box. Some example responses are “be tough” or “don’t cry.”</p> <p>Step 3 In large letters, print on a piece of flipchart paper the phrase “Act Like a Woman.” Ask the participants to share their ideas about what this means. These are society’s expectations of who women should be, how women should act, and what women should feel and say. Draw a box on the piece of paper, and write the meanings of “act like a woman” inside this box. Some responses may include “be a good housekeeper” or “don’t be too aggressive.”</p> <p>Step 4 Initiate a discussion</p>
Reflection	<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?
Tips	If the time is limited use the questions presented in Resource sheet 10
Source	Adapted from: Program M: Young Men's Manual, A Training Manual for Educators and Youth Workers, CARE International, Website: www.youngmeninitiative.org

Resource sheet 10. Act like a man/ Act like a woman

Use the information provided in the previous exercise

- What are the advantages/disadvantages of being a male/female in Roma community?
- Which of the expectations listed in the previous exercise the POLs find acceptable?
- Which of those they find old-fashioned?
- How to change them?

Session 4	Violet (flower) and violence
Title of the activity	Communication skills block: “Act like a men”
Age	After 16 years and adults (a group of 10 to 15 participants)
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"> ○ Is it realistic? ○ What are the possible reactions of your friend? ○ How would you answer him? <p>Step 3 Instruction for homework: Talk with the friends from you list about the topics we have discussed today</p> <p>Step 4 Discuss with the group what are the possible answers of the following answers of the friend:</p> <ol style="list-style-type: none"> 1. Only losers are nice with girls. 2. A women should know who is the boss. 3. The girl should know where her place is. 4. Are you crazy – real men do not behave like “pu*ies”... <p>Step 5 Role plays How to support the desired change and to avoid “bad” behaviors</p> <ol style="list-style-type: none"> (1) Divide the group is couples – ask them to play the dialogue from the demonstration (2) Observe the conversations and provide feedback
Reflection	
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>
Source(s)	

Resource sheet 11. Example dialogue “Act like a man”

POL: I saw you yesterday with your girl. You are a nice couple.

Friend: ...

POL: How would you react if your girl does something you do not like?

Friend:

Discuss with the group what are the possible answers of the following reactions of the friend:

1. Only losers are nice with girls.
2. A woman should know who the boss is.
3. The girl should know where her place is.
4. Are you crazy – real men do not behave like “pu*ies”...

What other objections your friends could have... what are the possible answers?

5.
- 6.

Session 5	SMART (ROMA) man
Title of the activity	Expressing emotions
Age	From 16 years
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</p> <p>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?
Reflection	
Tips	
Source	Adapted from: Adapted from: Program M: Young Men’s Manual, A Training Manual for Educators and Youth Workers, CARE International, Website: www.youngmeninitiative.org

Resource sheet 12. Expressing emotions

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					

Session 5	SMART (ROMA) man
Title of the activity	What do I feel when I am angry?/ “What do I do when I am angry?”
Age	After 16
Time	30 minutes
Objectives	<ul style="list-style-type: none"> ○ To help the POLs understand the connection between the feelings and the behavior ○ To illustrate that the emotion is not a reason nor an excuse of being violent ○ To help the POLs to differentiate the emotions from the behaviors and the reactions.
Preparation	
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>
Reflection	
Tips	
Source	.

Session 5	SMART (ROMA) man
Title of the activity	Communication skills block: Expressing negative emotions
Age	After 16 years and adults (a group of 10 to 15 participants)
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 you list the topics discussed today.</p> <p>Step 4 Discuss with the group what are the possible reactions of the following answers of the friend:</p> <ol style="list-style-type: none"> 1. Man does not talk about feelings... 2. Those are bushtits, what you are talking about, men? 3. When I am angry I lose control...and I do not care about the others. <p>Step 5 Role plays How to support the desired change and to avoid "bad" behaviors</p> <ul style="list-style-type: none"> ○ Divide the group in couples – ask them to play the dialogue from the demonstration ○ Observe the conversations and provide feedback
Reflection	
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>
Source(s)	

Resource sheet 13. Example dialogue: Expressing negative emotions

POL: Are you still dating with your girl? What will you do if your girlfriend piss you off so much... that you want to kill her..

Friend: ...

POL: I believe that it is not good talk with her when you are angry... Let the emotion cool down and then explain to her what made you angry, and how she made you feel...

Friend:

POL: ...

Discuss with the group what are the possible reactions of the following answers of the friend:

1. Man does not talk about feelings...
2. Those are bushtits, what you are talking about, men?
3. When I am angry I lose control...and I do not care about the others.

What other objections your friends could have... what are the possible answers?

4.
- 5.

Session 6	The advertisement
Title of the activity	Creative activity. The brochure
Age	After 16
Time	40 min.
Objectives	
Preparation	
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"> ○ Present the results of the work ○ Why we choose this target group? ○ What are the main messages we want to communicate with the target group?
Reflection	
Tips	
Source(s)	Training practice of HESED

Session 6	The advertisement
Title of the activity	Final Countdown
Age	After 16
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	Ask each one of the POLs to scale from 0 to 10 the following questions: <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 GBV than before the training
Reflection	
Tips	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.
Source(s)	

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