

Pro Youth – Empowering youth workers and youth in the protection and prevention from honor violence
EC Project N. 2020-3-FI01-KA205-092491



TRAINING MODULE FOR PROFESSIONALS



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3 DAYS TRAINING - MODULE FOR PROFESSIONALS

Time	Day 1	Day 2	Day 3
10:00	Intro & getting to know each other	Factors that increase the risk for victimization	First meeting preparations
10:30	Words and concepts		
Break			
12:30	Violence & Health (physical, psychological)	Warning signs of exposure to violence	Dialogue with family members prevention of conflict
1:30		Crisis and trauma awareness	CONFLICT MANAGEMENT
Break			
3:00	GBV Versus HRV differences and similarities	Recognition and referral in the service structure	Risk Management
4:00			
4:30	Reflection		

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1. Getting to know each other (Name, department, their role).
2. **Words and concepts (Hetero-normatively, GBV, Honour related violence). With examples**
3. **Violence & Health (physical, psychological).**
4. **GBV Versus HRV differences and similarities (Forms of gender-based violence that can overlap with honour related violence).**
5. Factors that increase the risk for victimization and perpetration of domestic violence and non-partner sexual assault (individual, organizational, societal).
6. Warning signs of exposure to violence (Questions to help recognize honour related conflict and potential risk for violence).
7. Recognition and referral in the service structure
8. First meeting preparations: support in crisis and earning the trust (Best practices)
9. Dialogue with family members prevention of conflict
10. Crisis and trauma awareness
11. Risk Management

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➤ DAY 1

✓ INTRO & GETTING TO KNOW EACH OTHER

- **Time:** 30 minutes
- **Activity:** Up to the organization

✓ WORDS AND CONCEPTS

- **Time:** 2:45 minutes
- **Tips for trainers:** Try not to give too much information to participants at the beginning. This way they will have no expectations and no time to think about what you are trying to do. Encourage participants to make connections between this simple way of representing opposing views and more complex situations from their own life or from international cases/relations/conflicts.

	Topic	Activity	Objectives	Duration
	Words and concepts	DEFINING GENDER	<ul style="list-style-type: none"> • Identifying the conceptual difference between sex and gender • Characterise gender as a socio-cultural construction 	30 m
		WHAT IS BEING FEMALE/BEINGMALE?	<ul style="list-style-type: none"> • Identifying and distinguishing gender stereotypes present in society • Understanding the influence of gender stereotypes in the construction of male and female subjectivity 	45 m
		WHAT IS GENDER-BASED VIOLENCE?	<ul style="list-style-type: none"> • To encourage participants to think about different kinds of acts that can constitute violence 	1:30 m

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1. DEFINING GENDER

- **Time:** 30 minutes
- **Materials:** picture of a man and woman; flipchart; A4 paper; pen or colors; colored sticky notes.

Step 1 – Place a picture of a man and a woman on a flipchart or overhead projector and ask the group:

- ***If someone came here suddenly from Mars and we wanted to explain to them the difference between men and women, how would we do it?***

Start with the suggestions for describing men and write them all down next to the picture of a man.

The answers may include any kind of description, such as physical characteristics, social traits, activities, etc. Then ask:

- ***How would we describe a woman to our Martian friend?***

Write the suggestions down beside the woman's /man's figure.

Step 2 – Ask the group:

- ***Which of these differences are biologically based, that is characteristics that we are born with and cannot be changed, and which are created by society (in other words, we are not born with them and they can be changed)?***

Mark an **S** next to biological characteristics (for **Sex**) and a **G** next to socially determined characteristics (for **Gender**).

Step 3 – Present Slides on the terms definitions (Annex 1) and create discussion points.

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2. WHAT IS BEING....FEMALE / MALE?

- **Time:** 45 minutes
- **Materials:** STEP 1 - Annex 2 in printed format; STEP 2 - sticky notes; pen or colors.
- **Tips for trainers:** The STEP 2 is asked for the use of sticky notes in order to show how even something as simple as a piece of paper can create controversy. The aim is to engage participants in a process of extrapolating the more complex realities in which they live.

Step 1 - The group of participants is divided into couples, and asked to complete the sheet below.

What is being....female/being male?

Annex 2

BEING FEMALE IS	BEING MALE IS

Step 2- In plenary: Debriefing and evaluation

- *When I think of someone in my environment as "masculine" or "feminine", whom do I think of?*
- *What characteristics have caused me to describe them as such?*
- *Do I consider my partner to be feminine-masculine?*
- *What are the qualities I like most in my partner?*

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- **What characteristics of mine do I think my partner is most attracted to?**
- **How would I feel if I observed that my partner had some of the attitudes that are considered masculine-feminine?**
- **What is expected of men because of their gender, today?**
- **What is expected of women because of their gender, today?**
- **Have gender roles changed at all today compared to previous generations?**

Step 3 - Debriefing and evaluation

The answers are related to the gender roles of the patriarchal model and these roles and their relationship with power (having to have everything under control, having to be strong, to know everything, to be the best decision-maker and the most suitable for the public and social sphere, having to be autonomous and independent, etc.) are explored in depth, specifying how, with whom and for what purpose they are used.

3. WHAT IS GENDER-BASED VIOLENCE?

- **Time:** 1:30 minutes
- **Materials:** flipchart; sticky notes; pen or colors.
- **Tips for trainers:** Encourage participants to think about different kinds of acts that can constitute violence, and to recognize that violence can be physical, verbal, emotional, sexual, economic and honour based.

Step 1 – Ask the participants to mention all the different kinds of violence that are common in their community and write them on the flipchart or blackboard.

Step 2 – Ask the group:

- **Are all these acts of violence the same?**

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- **What kinds of differences are there between them?**
- **Are all of these acts equally serious?**
- **Which acts do you think are the most serious?**

If sticky notes are used, they can be grouped together, according to the types of violence (such as: emotional, verbal, economic, sexual or physical), or according to which acts are considered more or less severe.

Step 3 – Present Slides on the definitions and characteristics of gender-based violence

✓ **3.a.1 RECOGNIZING DIFFERENT FORMS OF VIOLENCE**

- **Time:** 2 hours
- **Materials:** flipchart; sticky notes; pen or colors.
- **Tips for trainers:** to encourage participants to think about different kinds of acts that can constitute violence, and to recognize that violence can be physical, verbal, emotional, sexual, economic an honour based.

✓ **3.b.1 DEFINITION/FORMS OF VIOLENCE**

- **Time:** 30-45 minutes
- **Materials:** flipchart; pen or colors.

Step 1 – Carry a brainstorming among the participants in which they list patterns of behaviour which they see as belonging to "violence against women". The examples given should be grouped under the following categories: physical violence, sexual violence, emotional / mental violence, verbal violence (threats), economic violence, honour violence.

The trainer writes down the answers on the flipchart.



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❖ **There are two alternative approaches for this:**

1. Write the examples one after the other and then assign them to the categories mentioned above.
OR
2. Write down the five categories as headings first and then add the examples under the appropriate heading.

Step 2 - At the end of this exercise the trainer gives a definition of violence against women, either by summarising the main points the participants collected, or by providing a definition on her own.

Step 3 – Present Slides on the definitions and characteristics of gender-based violence

3.c.1 THE CAUSES AND CONSEQUENCES OF VIOLENCE AGAINST WOMEN

- **Time:** 1: 30 minutes
- **Materials:** flipchart; pen or colors.

Step 1 – Place a circle or square at the centre of a blackboard or on flipchart, with the words "violence against women" in the middle and ask participants to brainstorm possible causes of violence. These can be immediate causes (for example "alcohol" or "economic problems" or wider problems such as "cultural attitudes", "machismo", "unemployment", "educational system", etc). Either write the answers on the blackboard or flipchart, or ask each participant to write the causes on cards and stick them on the board with adhesive tape. All the problems considered as "causes of violence" should be placed on one side of the centre circle, either above or to the side.

Step 2 – For each problem identified, ask the group if it is related (either as a cause or a result) to any other problem already listed. If so, draw an arrow between the two boxes, indicating the direction(s) of the relationship.

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Step 3 – After completing this side of the web, ask the group to name important effects or consequences of violence. These can be any kind of problem, either health, economic or social resulting from violence. It is a good idea to try to discuss effects on individual women first, and then on families, communities and society as a whole next. Again, for each problem, ask the groups to examine possible relationships between different problems and to draw arrows between these issues, indicating the direction(s) of the relationship.

✓ VIOLENCE & HEALTH (PHYSICAL, PSYCHOLOGICAL)

- **Time:** 90-105 minutes
- **Tips for facilitators:** Be cautious when you deconstruct the concept of well-being and ill-being because we do not know the stories of the participants and in particular we do not know if they have of violent backgrounds.

Topic	Activity	Objectives	Duration
Violence & health	CONCEPT OF WELLBEING & ILLBEING	<ul style="list-style-type: none"> • To better understand how violence can affect on the victim thoughts, feelings, and action. • To determine how the victim handle stress related to others, in her/his community/family/school etc 	60 m
	DIFFERENCES AMONG PHYSICAL & PSYCHOLOGICAL	<ul style="list-style-type: none"> • To focus on visible and invisible signs of violence to develop competences on how to detect them • To determine the signs of HrV in the family/community 	30/45 m

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1. CONCEPT OF WELLBEING & ILLBEING

- **Time:** 60 minutes
- **Materials:** flipchart; sticky notes; pen or colors.

Step 1 – In plenary, distribute one colour sticky notes and ask the group to focus on the concept of “WELLBEING” and write down their keywords.

Step 2 - Divide the group in couple and ask them to tell to each other a story of violence they know/heard. Give them 15 minutes for the storytelling.

Step 3 – In plenary, ask them how to tell and to listen those stories was and what was the feeling(s) they had. Then, ask them to report some stories if the can and they want.

Step 4 – On the base of those story (in case say yes), ask them to deconstruct them and start working on the concept of “ILL-BEING” by recognizing some SIGNALS of violence

Step 5 – Ask them what should be done by the victim and what should be done by the professional in that case.

Step 6 – Debriefing and evaluation

Deconstruct the professionals’ prejudices have towards victims of violence that make professionals themselves fail to notify the violence

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2. DIFFERENCES AMONG PHYSICAL & PSYCHOLOGICAL VIOLENCE

- **Time:** 30/45 minutes
- **Tips for the trainer:** create a good safe space before starting and be ready to get some emotional reactions.

Step 1 - Ask them to create a circle then ask them to put themselves in a manner to create the walls of a room.

Step 2 – Ask them to listen carefully. It's a “Talking wall” and whatever the wall will say, those words will stay within that walls.

Step 3 – Ask to that walls to repeat some sentences that effected them or friends or family representatives. The walls can say words or sentences that they heard personally or heard from others. Leave the walls to talk. When the trainer thinks it's over, ask to the participants to sit down in a circle and give them some minutes to elaborate the activity.

Step 4 - Debriefing and evaluation

Hold a short de-rolling activity, where participants are asked to return to themselves and step out of the wall they played. Reflect with them on the following aspects:

- **Was it realistic?**
- **Was it easy to come up with those words/sentences?**
- **Did you perform a realistic behaviors?**
- **Are there similar situations in your friends'/family/school context?**
- **What you did? How you deal with it in case it is clear to you?**

Explain to them that a victim of psychological violence or of Honour related Violence how can be effected and how much the professionals should be ready to capture those signals to avoid to fail to notify the case.

If someone was too much effected from the activity, keep some time for him/her to talk about it.

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✓ GBV VERSUS HRV DIFFERENCES AND SIMILARITIES

Topic	Activity	Objectives	Duration
GBV vs HRV differences and similarities	DEFINITION/FORMS OF VIOLENCE	<ul style="list-style-type: none"> Identifying the characteristics that distinguish honour and gender-based violence To reflect on the importance of understanding the different forms of violence perpetrated against women/men 	30-45 m
	THE CAUSES AND CONSEQUENCES OF VIOLENCE AGAINST WOMEN	<ul style="list-style-type: none"> To identify the factors at both the individual and society levels that perpetuate violence against women To examine the consequences of violence, not only for victims, but also for families and communities. 	120 m
	THE DIFFERENT FORMS OF VIOLENCE	<ul style="list-style-type: none"> To identifies the form of Honour related to the cases of violence To acquire competences in the interception of potential victims 	120 m

1. DEFINITION / FORMS OF VIOLENCE

- Time :** 30 – 45 minute
- Materials:** Flip chart, pens or colours

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Step 1 - Conduct a brainstorming among the participants in which they list patterns of behaviour which they see as belonging to "violence against women". The examples given should be grouped under the following categories: physical violence, sexual violence, emotional / mental violence, verbal violence (threats), economic violence, honour violence. The trainer writes the answers down on the flipchart.

There are two alternative approaches for this activity:

- Write the examples one after the other and then assign them to the categories mentioned above.
- OR**
- Write down the five categories as headings first and then add the examples under the appropriate heading.

Step 2 - At the end of this exercise the Trainer gives a definition of violence against women, either by summarising the main points the participants collected, or by providing a definition on her own.

Step 3 – Present Slides on the definitions and characteristics of gender-based violence

2. THE CAUSES AND CONSEQUENCES OF VIOLENCE AGAINST WOMEN

- **Time** : 120 minute
- **Materials**: Flip chart, pens or colours

Step 1 – Place a circle or square at the centre of a blackboard or large sheet of paper, with the words "violence against women" in the middle and ask participants to brainstorm possible causes of violence. These can be immediate causes (for example "alcohol" or "economic problems" or wider problems such as "cultural attitudes", "machismo", "unemployment", "educational system", etc). Either write the answers on the

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board, or ask each participant to write the causes on cards and stick them on the board with adhesive tape. All the problems considered as "causes of violence" should be placed on one side of the centre circle, either above or to the side.

Step 2 – For each problem identified, ask the group if it is related (either as a cause or a result) to any other problem already listed. If so, draw an arrow between the two boxes, indicating the direction(s) of the relationship.

Step 3 – After completing this side of the web, ask the group to name important effects or consequences of violence. These can be any kind of problem, either health, economic or social resulting from violence. It is a good idea to try to discuss effects on individual women first, and then on families, communities and society as a whole next. Again, for each problem, ask the groups to examine possible relationships between different problems and to draw arrows between these issues, indicating the direction(s) of the relationship.

3. THE DIFFERENT FORMS OF VIOLENCE

- **Time :** 120 minute
- **Materials:** Flipchart, pens or colours

Step 1 – Role Play

Select volunteers from the group and create two subgroups that will interpret one of the cases presented.

Step 2- The two cases will be played one after the other without interruption. At the end of the acting, the group will be asked whether they have observed any differences between the two represented cases

Step 3- At the end, the trainer will present the difference between gender-based violence and honour-based violence.

○ Case 1 – Annex 3



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Carol is a 16-year-old girl who lives in a small town near the sea. She has many friends and a large family that has lived in the town for several generations. Carol likes to go out every days and sometimes evenings, especially on weekends. She has two older brothers and a little sister who is only five years old. In general, her parents leave her free to make her own their own decisions, even if they seem inflexible in some respects. Uncle Philip once invited the whole family to the countryside to celebrate Christmas. On Christmas Eve, Carol and her cousins decide to go for a drink before dinner. Before getting into the car, Luisa, the cousin, looks at Carol and says: "Don't you think this trouser is too tight, you know your brother Lorenzo won't like it?" Carol replies, "You are right, but I don't understand why it bothers him so much, I don't meddle in his business, nor do I tell him how to dress." - "But you know, I think it's because you're his sister and he doesn't want anyone to take advantage of you". They get into the car and join the others in Sandro's bar at the harbour. While ordering a coke, Carol feels herself being pulled by the hair. Someone takes her by the arm and says in a whisper: "now go home and take off those trousers". It is her brother Lorenzo, who has just arrived at the bar with his parents. Carol goes straight to her mother and Carol goes straight to her mother and tells her what her brother has just done in front of everyone. The mother replies:

"You better listen to your brother before your father sees you".

Just then, her father approaches and tells her to get in the car. They arrive at the house and Carol's father tells her that she would not be going out for the whole holiday period. Carol does not know what to do. It is not the first time her parents have punished her for dressing as she likes, but this time the punishment also includes taking away her mobile phone: her father does not her friends because he thinks they are a bad influence on her influence on her. On the first day of school, just after the Christmas holidays, Carol's friends approach her worriedly: 'We have not heard from her since before Christmas'. At first Carol is ashamed, but then she can no longer contain her frustration and tells them about how her father and brother control her and forbid her to dress or put on make-up in a certain way or to go to parties without her brother because otherwise 'people might think bad'. Carol's friends do not know what to say to her. They decide to turn to the history teacher, who has always invited them to talk to her in case of problems. After listening to Carol's stories, the teacher decides to meet the parents and talk to them.

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○ **CASE 2 – Annex 4**

I was a sophomore in college. I fell in love with a wonderful person, my prince charming. It was the perfect relationship, until one day he slapped me in the face. He told me: "Witch, this wouldn't have happened if you hadn't opened your mouth", and from that moment on, my life was turned upside down. I suffered mental, emotional and sexual abuse. He humiliated me, called me obese and destroyed my strength. I started to doubt my self-esteem, my self-confidence and the true meaning of my life. I thought about suicide many times; it was a way out for me. At first, I did not tell anyone. I was too ashamed to tell what was happening to me because my family and friends loved it. He cut me off from my support network, from the people who really loved and cared about me. Communication with family and friends was limited. He watched my every move. I finally mustered the courage and strength to tell a family member, who said, "I believe you, you deserve better. You deserve better. How can I help you?".

I left my abuser and went to live with her for a while, but he convinced me to come back. He swore he was going to get counselling, an anger management programme, but he never did. He said just the right words to get back at me. I believed him with all my heart and gave him another chance, but nothing changed. One day he grabbed me by the neck with his hands and started strangling me. He was like possessed. He said, "I'll kill you if you leave me again". I saw myself dying in his hands.

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a. ANNEX 2

BEING FEMALE IS	BEING MALE IS

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b. ANNEX 3 - Case 1

Carol is a 16-year-old girl who lives in a small town near the sea. She has many friends and a large family that has lived in the town for several generations. Carol likes to go out every days and sometimes evenings, especially on weekends. She has two older brothers and a little sister who is only five years old. In general, her parents leave her free to make her own their own decisions, even if they seem inflexible in some respects. Uncle Philip once invited the whole family to the countryside to celebrate Christmas. On Christmas Eve, Carol and her cousins decide to go for a drink before dinner. Before getting into the car, Luisa, the cousin, looks at Carol and says: "Don't you think this trouser is too tight, you know your brother Lorenzo won't like it?" Carol replies, "You are right, but I don't understand why it bothers him so much, I don't meddle in his business, nor do I tell him how to dress." - "But you know, I think it's because you're his sister and he doesn't want anyone to take advantage of you". They get into the car and join the others in Sandro's bar at the harbour. While ordering a coke, Carol feels herself being pulled by the hair. Someone takes her by the arm and says in a whisper: "now go home and take off those trousers". It is her brother Lorenzo, who has just arrived at the bar with his parents. Carol goes straight to her mother and Carol goes straight to her mother and tells her what her brother has just done in front of everyone. The mother replies:

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c. ANNEX 4 – Case 2

I was a sophomore in college. I fell in love with a wonderful person, my prince charming. It was the perfect relationship, until one day he slapped me in the face. He told me: "Witch, this wouldn't have happened if you hadn't opened your mouth", and from that moment on, my life was turned upside down. I suffered mental, emotional and sexual abuse. He humiliated me, called me obese and destroyed my strength. I started to doubt my self-esteem, my self-confidence and the true meaning of my life. I thought about suicide many times; it was a way out for me. At first, I did not tell anyone. I was too ashamed to tell what was happening to me because my family and friends loved it. He cut me off from my support network, from the people who really loved and cared about me. Communication with family and friends was limited. He watched my every move. I finally mustered the courage and strength to tell a family member, who said, "I believe you, you deserve better. You deserve better. How can I help you?".

I left my abuser and went to live with her for a while, but he convinced me to come back. He swore he was going to get counselling, an anger management programme, but he never did. He said just the right words to get back at me. I believed him with all my heart and gave him another chance, but nothing changed. One day he grabbed me by the neck with his hands and started strangling me. He was like possessed. He said, "I'll kill you if you leave me again". I saw myself dying in his hands.

The content of the following are all in the Manual and there are lots of training tools on conflict and crisis management the trainer can and the trainer can choose what tool can be applicable to the target and to their country

✓ WARNING SIGNS OF EXPOSURE TO VIOLENCE

Topic	Activity	Objectives	Duration



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WARNING SIGNS OF EXPOSURE TO VIOLENCE	The six warning signs (A CHECKLIST OF “EARLY WARNING SIGNS”)	<ul style="list-style-type: none"> • Know the early signs of violence • Different tools to detect violence 	60 m
	IDENTIFYING WHO’S “AT-RISK” FOR VIOLENT BEHAVIOR	<ul style="list-style-type: none"> • Understanding the early and escalating signs. • Identifying who’s at risk for violence. • How to deal with the early signs. 	45

1.The six warning signs (A CHECKLIST OF “EARLY WARNING SIGNS”)

- **Time:** 60 minutes
- **Materials:** A4 papers; sticky notes; pens or colours

Step 1 – Ask participants to brainstorm signs of violence and is it early or late and why and what is the most common early signs.

Step 2 – Divide the participants into small groups. Assign to each group one of the following cases:

- **Bullying in the Workplace**



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- **Internet Harassment or Cyberbullying**
- **Violence and Harassment in the Workplace**
- **Family (Domestic) Violence**

Step 3- each group will list the early signs of violence according to the case they have

Step 4- Each group present their list

Step 5 – Panel discussion on similarities and/or differences

12. IDENTIFYING who's "AT-RISK" FOR VIOLENT BEHAVIOR

- **Time:** 45 minutes
- **Materials:** the training room is their theatre and they can use any material for role play

Step 1 – Ask each group to prepare a role play on the case they have and distributing role for each one.

Step 2 – each group discuss with each other and agree who's at risk in their case and why?

Step 3 – Allow each group to present its findings and solution in the role play

Step 4 – Ask participants to summarize what they learned in the session.

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✓ **CRISIS AND TRAUMA AWARENESS**

Crisis Competition!!

Topic	Activity	Objectives	Duration
CRISIS AND TRAUMA AWARENESS	Crisis Competition!!	<ul style="list-style-type: none"> to let participants understand the difference between crisis and problem to find out possible crisis situations regarding our event or project activity to learn how to deal with crisis to share our field experiences on crisis management 	90 m

- **Time:** 90 minutes
- **Materials:** A4 papers; sticky notes; pens or colours

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Step 1 – Divide group into sub-groups (minimum 5 people in one group)

Step 2 – Tell them to find a catchy name for their group

Step 3– Give them the task: write as many crisis situations as you can which could possibly happen in your work place give them 15 min. to write crisis situation papers.

Step 4 – Collect papers from groups and sort them according to importance of the incidents, eliminate similar ones and choose the best crisis examples. It can be max. 8 papers.

Step 5– Now it is time to explain them rules of competitions and form the place for the competition

a) put one chair according to number of groups and put the name of the groups on the chair.

b) tell the groups to sit in a line so no group has advantage.

c) groups must sit at least 3m away from their chair

d) write the name of groups on flip chart and make a table of points chart

Rules of Competition

1-When Trainer read one of the crisis paper, on the time he/she finish his/her sentence, one representative of the group will run and sit on their own chair.

2-First person who sits on their own groups chair will have the right to suggest their solution for that crisis situation.

3-However, when other groups representatives sit as well, each of them will share their groups' answer as well in sitting time order.

4-But, the group who has the right answer or close to right answer will get 1 point. That means sitting first and telling first is not an advantage always ;)

5-After all group listens each answers, Jury of the competition (rest of trainers or speaker trainer if there is only one trainer)

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will say their own opinion according to their experiences and also other possible solution methods. and jury will decide which group(s) will get the points.

6-After Jury's opinions,listening group also give comments and share their suggestions as well.

7-When all papers were read, Trainer(s) will give input on definition of crisis and problem,and share their experiences in general and close the session by announcing the winner group.

✓ **CONFLICT MANAGEMENT**

Topic	Activity	Objectives	Duration
CONFLICT MANAGEMENT	Fish Bowl of Conflict	<ul style="list-style-type: none"> To develop participants understanding of conflict, its roots as to increase their possibility to find and reflect on possible solutions of various conflict situations as well as to develop participants ability to reflect on the conflict from other perspectives. 	90 m

- **Time:** 90 minutes
- **Materials:** A4 papers; sticky notes; pens or colours

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Step 1 –the participants are asked to write down description of their “conflict story” which they were or are currently facing. There is no need to sign the story but it is important that the story will be understandable to others when reading at the beginning of the discussion. It is also good to point out that the description should not include just information about “conflict escalation” but try to also introduce the history of the conflict.

Step 2 the facilitators choose several situations for the own exercise and the working space is adjust when the participants are sitting in the circle and in middle of the circle are three chairs for people who would be discussing the conflict situation.

Step 3 To start the exercise the facilitators ask for three volunteers who would like to take sit on the chairs in the middle of the circle. It is important to stress that just these participants have right to discuss the situations. If anyone else would like to express opinion he/she needs to replace person in middle by touching his/her shoulders.

Step 4 When first participants are ready the facilitator read the conflict situation. After reading without any additional commenting from his/her side the participants can start with the discussion with goal to share their point of view, experiences as their possible solutions. Others are encouraged to take part in the discussion by replacing with goal to gather also other points of view.

Step 5 Debriefing.