

A Trainer's Handbook for Violence Prevention



Imprint

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This Manual was developed with the aim of strengthening professional support for intervention training trainers of young leaders in implementing activities and raising awareness of bystanders in preventing various forms of violence, under the title “Bystander Intervention Training Manual for Youth Leaders”, with the support of the Step by Step organization and UNFPA.

The Power of the Bystander

A Trainer’s Handbook for Violence Prevention



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Review

The authors of the Manual “The Power of the Bystander: A Trainer’s Handbook for Violence Prevention” provide an excellent resource for all those who face situations of violence and want to contribute to change. Through thematically rich content and clearly structured chapters, the Manual lays the foundation for understanding, recognizing and adequately responding to violence in different contexts.

The Manual “The Power of the Bystander: A Trainer’s Handbook for Violence Prevention” has a dual role. It is primarily intended for trainers of training for bystanders witnessing conflicts to enable them to move from a passive to an active role in conflict prevention. This Manual can also serve as a publication for the public at large, as it offers a professional and theoretical framework that can help in finding the right ways to respond to a potential or happening violent situation.

The Manual has seven chapters.

The introductory chapter not only establishes a theoretical basis for bystander intervention but also highlights the importance of understanding the dynamics of violence and the role that each individual can play in preventing and reducing it. The authors point out that passivity is as harmful as active participation in violence, making this Manual an indispensable tool for those who want to be the change in their communities. The introductory part

of the Manual discusses the role of the bystander as someone who can prevent conflict, but at the same time considers this role from an ethical perspective. Recognizing and assessing situations of violence is a key skill that the authors cover in detail, emphasizing the importance of careful observation, listening and risk assessment before taking any action. The introductory part offers an excellent start to considering the responsibility of the bystander. The following chapters offer in-depth insights into the types of interventions that bystanders can implement, insights into comprehensive tactics, strategies, and examples of action in specific areas of violent situations. Since intervening in situations of violence is a very specific endeavor, which can end positively, but can also have negative consequences, the authors have made sure to offer information in the Manual on how bystanders can recognize violent situations, understand their characteristics, which are important to keep in mind when intervening, and assess the situation. In addition, the authors have made sure to offer insights into how interventions can be offered in different contexts and with different actors of violence. What is particularly important is that both real-world interventions and those in the digital space are taken into account, which represents a comprehensive approach to observing violence and the bystander role in it. Building a support network for bystander intervention is another key aspect of the Manual,

encouraging readers to connect with like-minded individuals and organizations to exchange experiences and support. This chapter particularly emphasizes the importance of joint action and solidarity in the fight against violence.

A particularly important part of this Manual is the chapter on caring for the mental health of bystanders, where they are empowered to seek self-help strategies or help from others if self-help strategies do not work. The Manual provides valuable advice on taking action and caring for themselves, highlighting the importance of the bystander's emotional well-being in the intervention process. Emphasizing that self-care should not be neglected in an effort to help others, the authors encourage bystanders to actively cultivate their emotional stability in order to be more effective in their role.

Finally, adapting bystander intervention strategies to different contexts is a challenge that the authors skillfully address, offering guidance for adjusting approaches to different settings and cultures. This chapter is particularly useful in emphasizing the need for flexibility and empathy in the intervention process.

Overall, the Manual "The Power of the Bystander: A Trainer's Handbook for Violence Prevention" is an excellent resource for all those who want to actively engage in fighting against violence. The authors successfully combine theoretical knowledge with practical advice, making this Manual an indispensable tool for all those who strive to create safer and more just communities.

Banja Luka, 03 April 2024

Reviewer
Professor Ivana Zečević, PhD



Introduction

Young people are constantly developing and learning about themselves and others. In their environment, they are exposed to situations which can be either positive or harmful for them and the people around them. Therefore, it is crucial to empower young people with the tools and competencies to be able to act in such situations and transfer the skills and knowledge they have acquired to the groups of young people through peer-to-peer learning.

When people recognize their own power to become active in a bystander situation, they can take measures to mitigate the effects of that situation. As empowered youth leaders who take action in risky situations, young people become citizens who ensure that their living environment is safe and inclusive. Building competencies, skills and knowledge in this area has an impact on the entire community in the present and future. The more young people are empowered to respond in situations of violence, the more the consequences of violence will be prevented. Another important outcome is understanding why violence is not the solution at all. The positive implications in this area can be clearly seen in the way they choose to solve problems - as empowered bystanders, they will not choose violence as a solution to the problems they find

themselves in. This creates a critical mass that not only reacts in situations of violence, but initially reduces the rate of violence without engaging in such behavior.

Proactive behavior is vital to becoming an active bystander. Proactive options can occur at several levels, including interpersonal, local, institutional and macro levels. The activities that follow describe the steps that turn the passive, silent majority, most often composed of individual bystanders, into people who begin to act, prevent and stop the manifestations of violence.

Preface:

Bystander Power

Professionals (activists) distinguish between the phases in which it is possible to act in situations of increased risk from acting in specific situations when an incident of violence is evident, which can contribute to the trainers' intention in implementing activities that empower young leaders in preventing, deterring, detecting and suppressing violence. By accepting the obligations from Article 19 of the Convention on the Rights of the Child, as well as other international and national instruments that guarantee a safe environment, we commit to detecting, preventing and adequately responding to violent situations, while ensuring our own safety at the same time.

A way of thinking that enables the creation of conditions in which every individual feels accepted and safe implies the internalization of inclusive principles, especially when it comes to institutional work. Regarding the context of understanding a safe environment and the values that promote peace, freedom and coexistence, this Handbook especially focuses on understanding the context when violence occurs and ways to prevent it, as well as strengthening young leaders for proactive roles in which they can find themselves after the completion of the training.

Given that there are studies on the frequency of violence in connection with the characteristics of persons who are exposed to violence, persons who are perpetrators of violence, and persons who experience but also commit violence, we clarify the definition of violence from the perspective of belonging to different groups in terms of: acts of violence - actively perpetrating

violence and suffering violence - the silent majority and activists who report and suppress various types of violence (Bjelopoljak et al., 2020).

We have different understandings of the definition of violence due to the perception in which violence can be interpreted as consequential actions of a group or an individual. For the first perception, we would interpret group involvement as a universal phenomenon even when an individual belonging to that group commits violence, and for the second, we would focus on the consequence of actions of an individual (adapted from Sesar, 2011, Pikas, 1989 and Ross, 1996). Regarding the perception of the conceptual definition, it is necessary to link the expectations we may have for interventions in cases of violence when the same treatment is not applied if violent behavior is interpreted as being determined by the personality of the individual or related to the role he/ she has in the group to which he/ she belongs. Individuals or groups may tend to be in the same place at the same time, may be "chosen" by an individual or group that is behaving violently towards others, or may have a confrontation in a group with an individual or the group that may harm them (Rigby, 2002). On the other hand, considering groups that suffer violence, we can say that when exposed to violence, they also may belong to the group – which implies that group cohesiveness can enhance or diminish the effects of a violent act. Sesar (adapted from research results, Sesar, 2011) cites research results that show that 7-23 respondents are identified as perpetrators of violence, 5-12% as

individuals who experience violence, and 2-21% of respondents as individuals who both experience violence and perpetrate acts of violence (adapted from Juvonen, Graham and Schuster, 2003; Mazur and Malkowska, 2003b; Yang et al., 2006; Forero et al., 1999; and Ivarsson et al., 2005). In this regard, Sweden and Wales have the lowest (3%), and Denmark the highest frequency of occurrence of violence at 20%. The lowest number of individuals who experience violent behavior and who are at the same time violent towards others is found in Sweden (1%), while the highest share is found in Lithuania (20%). When it comes to individuals who are exposed to violent behavior, their share in the perpetration of violence ranges from 5% in Sweden to 20% in Lithuania. These results refer to research conducted in 22 European countries (Nansel et al., 2004) and form the basis for thinking about a group that does not belong to groups: it actively perpetrates violence and/or actively suffers

violence, but belongs to the "passive - silent majority" group, which basically consists of the majority of the population, and which can make changes in creating a safe environment.

Workshops for empowering young leaders aim to develop life skills through recognition of values and resources that contribute to improving one's own and social life, as well as socio-emotional competencies (self-awareness, responsible decision-making, empathy, etc.). By strengthening their own capacities, young leaders become less susceptible to the influence of individuals and groups that commit violence, as well as to the passive role in which they observe violence. At the same time, by strengthening the resources of young leaders, we as a society count on young people who actively question and critically reflect on risky behaviors, which they prevent through the active role of like-minded people.



**“Those who do not move,
do not notice their chains”**

(Rosa Luxemburg)

Before Training

1.

Organizing Training

For preparatory activity, prepare:

- ▶ The agenda on each table
- ▶ Chart paper for writing down the rules
- ▶ Working materials on the tables for the groups set up in advance

The training process is not limited to the days spent at the training. Both preparatory and follow-up activities are an integral part of the process, and the bystander must take them into account. One of the basic postulates of the training is that participants must attend the training from beginning to end. It is also important to ensure the participation of all those present, regardless of the roles in which they attend the training – there are no “guests”! It is recommended that a team of adults who work together or with the same group attend the training. For example, the team could include a group composed of someone from the school administration, two or three teachers, pedagogues, parents and representatives of the local authorities.

In preparing the training, bystanders should:

- ▶ Determine who will be their partner, as this type of training is best delivered in pairs. For this training, it is recommended that the coaching pair personify heterogeneity; for example, the trainers are of different gender, religion, ethnicity, age, cultural background, etc.

- ▶ Study the content of the training module thoroughly.

Distribution of roles and responsibilities:

- ▶ The facilitator deals with logistics, such as: keeping records of attendance (number of participants); practical details: location, schedule, costs.
- ▶ Check the activities and all the necessary materials, including: name badges, transparencies, handouts for the participants, markers, flip chart papers, tape, scissors, etc.
- ▶ Check that the training room has the necessary equipment and furniture.
- ▶ Confirm the list of participants a few days prior to the training.

During the first day of training, the trainer's responsibilities are:

- ▶ Arrive at the venue well in advance and check that the equipment is in the room and that the room is adequately arranged and comfortable.
- ▶ Greet participants.

- ▶ Start work on time. It is especially important to start the first workshop on time, as it forms expectations/habits for the entire training.
- ▶ Set ground rules of conduct and expectations for participants (rules are made together with the participants).
- ▶ Inform participants about logistical and other practical information regarding the training.
- ▶ At the end of the day, review feedback received from the participants and, if necessary, prepare changes for the next day.

- ▶ Review the schedule for the next day.
- ▶ Make sure that materials are prepared for the next day.

At the end of the training, the trainer's responsibilities are:

- ▶ Review participants' evaluations/ observations and note what you would like to change for the next day or training session.
- ▶ Respond to any participant requests and provide additional information.

1.1.

Establishing a Safe and Inclusive Learning Environment

It is crucial for the trainer to create a safe environment in which the training takes place. It includes managing the content, process and working environment. The content of the workshop is the information you want to convey. The process consists of the approaches and strategies you use to convey the content. The working environment includes the physical and psychological circumstances in which the workshop takes place: the room, the furniture arrangement, the atmosphere.

- ▶ Start creating the atmosphere by personally greeting the participants. When introducing yourself, tell them a little about yourself – find a way to relate your experiences to theirs. You can always do this when participants share their experiences by giving examples. Organize the room so that you are not separated from the participants (e.g. not positioned behind the podium/ chair).
- ▶ Ensure the comfort of the physical environment. Check if the participants are satisfied. Facilitate the process in such a way that your primary identity is the group and the mutual social cohesion of the members.

The group represents all participants in a process whose relationships have the following characteristics:

- ▶ There is interaction among the members.
- ▶ Members participate in a system of interconnected roles and positions.
- ▶ There are group norms and standards that determine the behavior of members in the group.
- ▶ Members consider themselves members of the group, that is, they have the feeling of belonging to the group.
- ▶ Members perceive the group as a whole and tend to be perceived by the social environment as a group.

Group processes, activities and changes that take place in the group and on the basis of which the group exists and operates are maintained and achieve their goals.

This includes:

- ▶ Mutual observation and evaluation of members,
- ▶ Their relationship with each other,
- ▶ Conflicts and the ways in which they are resolved,
- ▶ The way in which the group makes decisions.

1.2.

Engaging Participants and Facilitating Discussion

Introduction of participants. Ask the participants to write their names on cards. Since everyone will say something about their name at this point, it may be enough for the participants to get to know the group (if they come from different schools, places, etc., have them wave or everyone stand up) or do a “stand up if...” activity (everyone who is a pedagogue, parent, everyone who is a grandparent, everyone who works less than..., everyone who has pets, etc.) This creates a good atmosphere and introduces the participants as people, not just as professionals.

Presentation of the programme and work schedule. You can ask participants what they mean by the term “bystander”. Why is this concept important to us? After a few brief comments, present the definition and objectives of the training.

Expectations. Ask the participants to think about what would be important for them to learn at this training.

At the entrance to the room, you can write down expectations so that you can refer back to them later, and you can also do an “I enter – I represent” activity, where participants write down what they “bring” to the training (knowledge, experience, skills...) and what they want to “represent”, what they want to be their **takeaways** from the training. This can be written on sticky notes and participants can be asked to stick them in a designated place.

Rules. You will be working together, so it is important to set the right rules for group work. You can define the rules by asking the participants: “What kind of environment do you want for the training?”, “Do you want to actively participate?”, “Do you feel safe?”, etc. The rules are key, however, only

the rules that are created directly by the participants, that you refer to later or that the participants remind others to respect them.

Note: When facilitating discussions, keep in mind that you want to include all the participants so that you don’t leave anyone behind. Keep in mind that the different ways and paces of learning of all the participants will depend on their previous experiences. For example, how did you learn to swim when you were little? Some of you may remember learning to swim by falling into the water or being thrown into the water or by having someone “overtake” you. Some of you may have enrolled in a swimming training course, taken lessons, listened to instructions from a coach, and received a certificate from a swim school. Some found it easier to “learn” to swim first. Some stood on the sidelines and watched others swim, then tried to apply what they had observed in order to swim faster. These examples also speak to the different ways of learning that Kolb (Kolb et al., 1974, Honey and Mumford, 1986) defined as follows:

- ▶ **“Accommodators”** learn through trial and error, combining concrete experience and experimental phases of the cycle.-
- ▶ **“Divergers”** prefer concrete rather than abstract situations and think about active participation. Such individuals have a great ability to imagine and are able to look at the whole situation from different angles.-
- ▶ **“Convergers”** prefer to experiment with ideas that they observe from their practical side. Their primary concern is whether the theory is applicable in practice, thus combining abstract and experimental dimensions.
- ▶ **“Assimilators”** respond by creating their own theoretical models and assimilating a range of different observations into a

general, shared explanation. In this way, they strive for reflective and abstract dimensions.

- ▶ **“Activists”** are fully committed to new experiences and enjoy new challenges.
- ▶ **“Thinkers”** stand and observe new experiences from different angles. They collect data, think about it, and then draw conclusions.

- ▶ **“Theorists”** adapt and apply their observations in the form of logical theories. They tend to be perfectionists.
- ▶ **“Pragmatists”** want to experiment with new ideas, approaches, and concepts to see if they work.

Note: It is entirely possible for one person to be a thinker/theorist and for another to be an activist/pragmatist, a thinker/pragmatist, or even a theorist/pragmatist at the same time. Also, a learning style is a category that changes depending on the topic, experience, the context in which the person is learning, the level of interest, and so on.

1.3.

Addressing Challenges and Managing Group Dynamics

Every group, including educational ones, is like a separate organism, or body, and has its own dynamic, duration, processes, rules, division of roles. It has its own norms, psychological atmosphere, and expectations.

In relation to the stages of development of the attitude towards the group’s task and goal, we recognize the following stages:

- 1 Orientation towards the goal and task of the group so that the members of the group check the area of work, the specific task, what is their role in it, what is the role and way of working of the leader, and what are the basic rules of behavior of that group.
- 2 Resistance to completing a group task arises. The group members respond emotionally to the demands and expectations related to achieving the group goal and perceive them as too difficult or too easy, meaningless, or not suiting their personality, work, etc.

- 3 It is a group action. The common goal and task become easily recognizable. Members exchange the information important for achieving the group goal. Established roles are important for achieving the group goal.

- 4 However, this leads to the final execution and resolution of the group task. A stable interpersonal structure of the group contributes to the successful achievement of the group goals. The group makes decisions independently, and this is also the final phase of the work.

Below are additional tips for the facilitator:

Explicit and implicit: The more explicit you are about the nature of your work, the more engagement and commitment you will get from the participants. In return, more emotional work will be done.

If the participants ask for clarifications during the break, it is possible that you have not fully succeeded in helping them express their feelings during the workshop. Take your time at the next workshop and see if there are other participants who feel the same way. If so, give the group a chance to explore these feelings.

A good balance between processing the emotions from the previous exercise and continuing the work. Progression without sufficient reinforcement can have a destructive effect on training.

Leaving with a positive message: When leaving, always give participants hope. Remind them that this is very hard work and that the journey to our goals takes a lifetime.

Personal experience: A person achieves the most functional knowledge when they personally go through challenging trials, creating their own experiences gained in real-life contexts. These are experiences from which we learn informally, unintentionally, along the way. We grow from such learning. The greatest part of our knowledge is found in the subconscious, in experiences that we will be able to rationalize and use in moments when we need them.

Practice makes perfect: It is not enough to simply understand and remember. We must also acquire the skills necessary to successfully apply the information we have received to solve real-life problems. Acquiring skills is a process that requires practice, a lot of exercises and repetition. There is no skill without practice.

Learning is a social act: We need others to hear ourselves better and to see problems and solutions from angles that were previously inaccessible to us. Creative conversations help us grow, drawing out from ourselves what we did not even know we knew. Creative conversations grease the wheels in our brains: they encourage inquiry, the generation of new ideas, the combination, sharpening, and clarification of thoughts.

Time to reflect: This is the time when we reflect on the learning process and the results achieved: ways to improve it next time, what failures to avoid, how to plan better, what to learn next, how to collaborate better, how to prepare better... It is a valuable way of learning when we become aware of the experiences and internalize them, and we make the knowledge we have acquired in this way a secret part of ourselves.

1, 2, 3 – start

The purpose of the session is for the participants to use one of the strategies for creating a safe work environment so that they can use the same model in connecting with like-minded people after the training.

ACTIVITY 01

Creating a Safe Work Environment

For activity 1, prepare:

- ▶ Chart paper
- ▶ Markers
- ▶ Name stickers
- ▶ A4 paper
- ▶ Colored sticky notes

After presenting the agenda (content and duration of the activities and breaks), it is necessary to agree on the rules of the group's work.

We can connect the participants to the training topic by asking them what associations they have with the term "bystander". Write down all the associations you have, regardless of whether they are positive, neutral or negative. The associations are written on sticky notes, stuck in the designated place in the room, and then the facilitator reads them out loud and summarizes the essence (described in the "Bystander Intervention Training Manual for Youth Leaders"). Then, move on to the work rules/agreement/contract. Use the term that the group best understands in

a non-violent context. Present the chosen term as a common agreement for the group's work.

Question for participants:

"What does everyone need to do to make you feel safe and supported during the training?"

Then the facilitator rephrases the answers into the language of affirmative rules with the help of the participants (emphasizing that negative rules, often present in practice, are the least telling of what someone should do to respect the group or the environment). Motivationally, the facilitator can give examples such as "we start and finish on time, take photos with the participants' permission", and then continues the series with the participants' answers. When the ideas have been exhausted, the facilitator concludes the list by reading and checking the common understanding of the agreement, and also the work contract.

ACTIVITY 02

Starting Positions Before, During and After the Training

For activity 2, prepare:

- ▶ Pencils
- ▶ Crayons
- ▶ Adhesive paper tape
- ▶ Flip chart (number depends on groups of up to 5 participants)
- ▶ Markers
- ▶ Felt-tip pens

The facilitator begins by inviting participants to reflect on how often they feel stressed by everyday events in their environment. This can sometimes be a reproach directed at them or people in their immediate environment, or an act that accompanies an action. What are the mechanisms that you rely on, that you use? Then, the facilitator invites them to remember their answers, which they will be using during the group work, but also to include the role of the virtual environment in their answers.

Instructions for group work:

- ▶ **“Group 1”** represents the past (what they brought with them, how they have overcome challenges related to opposing some forms of injustice, including resistance to violent scenes. The group’s work is prompted by the question: “What are your experiences in preventing violence?”).
- ▶ **“Group 2”** represents the present (reason for attending the training, what role do they come from? Do they currently have a role through which they provide psychosocial support to individuals or groups, or something similar? Questions: “What experiences motivated you to join the training? Explain the strengths and challenges that motivated you to attend or what challenges you encounter when it

comes to the topic of violence considering your roles.”).

- ▶ **“Group 3”** represents the future (what they would like to gain during the training and take with them, questions they would like to get answers to. Questions: “Have you encountered any challenges related to the topic of prevention and deterrence of violence? What challenges are still present/ what assistance would you use in your further work?”).

The participants write down their answers on pre-prepared chart papers, which are then placed in an agreed place (exhibition space), and then groups rotate to complete each of the panels (each group stays on each topic for up to 5 minutes).

After that, the participants return to their groups with their work. Upon returning to their groups, the participants agree on representatives who will present the group’s topic, their own and supplemented answers, and reflect on the process.

ACTIVITY 03

Leader’s Vision

For activity 3, prepare:

- ▶ Chart paper
- ▶ Markers
- ▶ A4 paper

Finally, they supplement their work with a short agenda of answers to the questions using the table:

- ▶ How do they understand the role of young leaders?
- ▶ Is violence prevention a topic they pay attention to in their life role?
- ▶ Are protection measures discussed in the social circles they move in?

Then they compare their answers with the quote below:

“The importance of speaking about topics that give voice to attitudes that do not approve of violence, intolerance, discrimination or some forms of -isms towards any population, represents a path of cognition and analysis, and consideration of measures that are effective and that contribute to the quality of coexistence. They include understanding, empathy, symhedonia and other essential value elements so that we can live with ourselves and with others. It is probably much easier to talk about stereotypes/prejudices, discrimination/oppression, than to try to overcome them, since overcoming them requires conscious effort and a critical attitude towards oneself.”
(according to Bjelopoljak, 2022).

Green Oasis

The purpose of the session is for the participants to define challenges when they encounter different life situations and name a support network influencing the creation of a safe environment in the community.

ACTIVITY 04 Green Oasis

For activity 4 prepare:

- ▶ Pencils
- ▶ Crayons
- ▶ Adhesive paper tape
- ▶ A4 paper

The facilitator invites the participants to stop their movements, thoughts while sitting at their places and asks them to close their eyes.

The facilitator invites them to a joint journey where everyone will find something for themselves and for others.

“Now imagine a place where you feel safe and peaceful. A place you would like to visit, but imagine that you are alone in that place. While you are “there” at your place, put your hands in a position where you are hugging yourself (butterfly position, crossed arms and while moving one hand and then the other gently over your shoulder, choose in your mind the ‘body position’ that would suit you: sitting, walking, lying down

(don’t forget to breathe: take a deep breath through your nose, exhale through your mouth). Then look at how you are dressed, what the temperature is, what season it is, what sounds are reaching you. And then notice how you feel in your body. What emotion is that? Notice it as you alternately move your hands in a hug over your shoulder. And now, while thinking about that feeling in your body, think that you can give a name to that place of yours, and it would be called ‘My...’ Each person, while repeating these words, continues to move their hands in a hug.”

The facilitator then asks them to open their eyes and comment on how they feel.

Then the facilitator instructs them to use the materials in front of them (paper and crayons) to draw their place, write down the name of the place, using the colors and shapes that best describe it. When they are finished, they place their drawings on the floor in front of them to signal that they are finished. When each participant presents his/her work, he/she asks questions about the process of the activity:

- ▶ How did you feel during this activity?
- ▶ How did you feel when you were presenting your place?
- ▶ How did you feel from the position of speaking and listening to the presentations of other participants?
- ▶ Did you feel more comfortable speaking or listening?
- ▶ Does this remind you of some life situations “when you have a voice or when you don’t use it for various reasons?”

ACTIVITY 05 Oasis Community

For activity 5, prepare:

- ▶ Chart paper
- ▶ Markers
- ▶ A4 paper
- ▶ Felt-tip pens
- ▶ Attachment 1 handouts for all participants

This activity takes place in phases that we announce in the sequence of activities.

In the first part, we tell the participants that we will visit a non-verbal gallery by going in a circle, clockwise, looking at all the works without commenting on any of them.

The participants are given enough time to look at all the drawings. After they have seen all the works, the facilitator gives another instruction for the participants to approach the drawing in which they have recognized some similarities with their own drawing. They are tasked with arranging the drawings on a chart paper by creating a common community “Green Oasis”. After they have created their communities/groups, the facilitator invites them to find a space in which they feel comfortable and to consider and answer the following questions together:

- ▶ What connects you to a community of several green oases?
- ▶ What do you recognize as common values?
- ▶ Can you meet your needs in this community? How do you feel about it?
- ▶ Are there any rules that further bind you together?
- ▶ Are the boundaries of the oasis loose, permeable or rigid for potential visitors?
- ▶ What united you and made you a community?
- ▶ Would you rather belong to another community? If yes – why, if not – why?
- ▶ How do you feel about other communities?

After the participants have completed the group tasks, the group presentations follow, and then the participants are invited to approach other green oasis communities and each participant to individually record:

- ▶ How does he/she feel?
- ▶ What would help him/her stay in that community for a while? And what if it were forever? (they write a list of initiatives, resources, services they could use)
- ▶ Did you communicate with anyone upon arrival? What did the person you made contact with do?
- ▶ What did you learn about yourself? What would help you cope with the changes?

Then, they are invited to a large group where they share experiences:

- ▶ What happened in the process?
- ▶ What is the difference between the beginning and the end of the Green Oasis and Oasis Community activities?
- ▶ How is this similar to some life situations?
- ▶ Have they ever felt similar to stepping out of their comfort zone when they should belong to a group?
- ▶ Have they ever found themselves in a situation where they needed to react even though it was different from their usual life patterns?
- ▶ What role did they act from then? (for example, mediation with the aim of reconciliation, dialogue because there is a consensus, debating - defending their positions against others...)

The Life of a Bystander

The purpose of the session is for the participants to define the challenges they face when encountering different life situations and to name personal resources that help them emotionally cope with stressful situations.

ACTIVITY 06

The Life of a Bystander

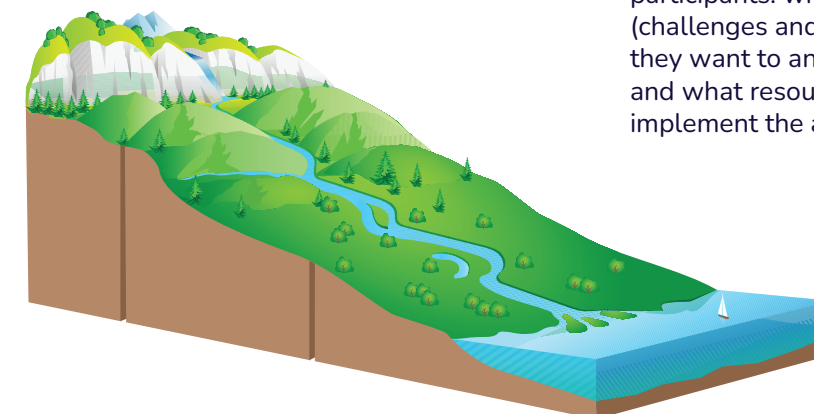
For activity 6, prepare:

- ▶ A4 paper
- ▶ Felt-tip pens

Instruction: The “Life of a Bystander” activity uses the natural metaphor of a river to illustrate one’s life journey. The stages of the activity present the participants’ diverse and chronological life experiences, similar to a river flowing from the high

world (mountains) into the ocean. Along its winding path, the quality and character of the flow will vary from place to place, from instance to instance.

As an introductory activity, it serves to determine the starting positions of the participants: what they bring with them (challenges and resources), what questions they want to answer during the training, and what resources they need to actively implement the activities to prevent and



deter violence. The work created after the process can serve to timely inform facilitators who can provide psychosocial support and respond to the needs of the participants.

In the introductory part, we show them the “Kawa” picture (Kawa - the Japanese word for “river”) and ask them to compare their lives to a riverbed, where one part represents the present.

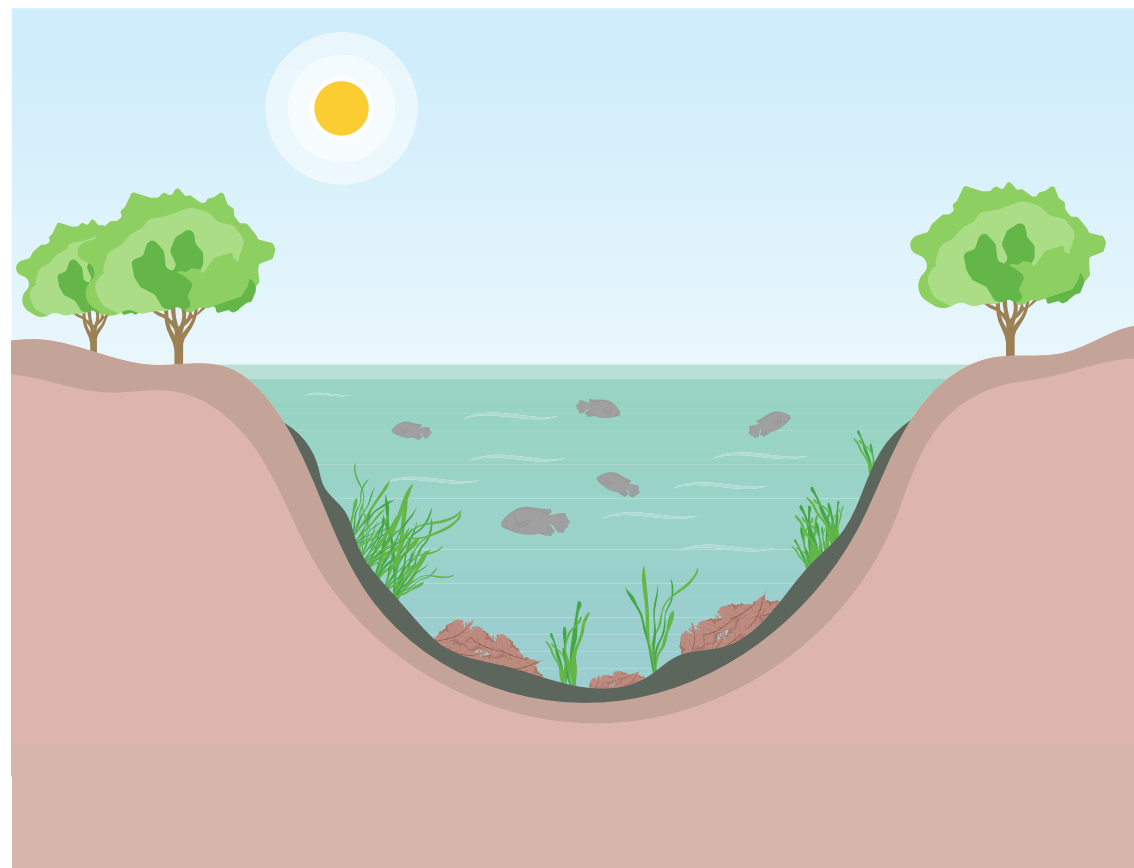
We clarify: The river source begins high in the mountains - by birth - the lowland represents the current stage of life, and the estuary towards the ocean is the presumed end of life (symbolically, when we become part of the common ocean).

Then we ask that each participant individually present the course of his/her life using attachment 1. the Riverbed, with the help of symbols and meanings:

- ▶ **ROCKS** = challenges when encountering different forms of violence
- ▶ **DRIFTWOOD** = skills and resources that support and improve daily life by overcoming stressful violent situations
- ▶ **FISH** = personal characteristics that help overcome the challenges they face when they perceive violence
- ▶ **RIVERBED** = naming persons or institutions from the social, physical, cultural and institutional environment that form a formal or informal support network (obstacle or help)

Attachment 1

KAWA



Resolution Through Naming

The purpose of the session is for the participants to name the challenges faced by the groups that suffer violence.

ACTIVITY 07

I name, therefore I am

Step 1: Divide the participants into groups (5-8) and give them a topic to work on. The groups are thematically organized according to the types of violence they have witnessed or may witness:

- ▶ Verbal violence
- ▶ Physical violence
- ▶ Psychological violence
- ▶ Online violence
- ▶ Sexual violence

The task of each group is to discuss the assigned topic of violence in the following way: to share experiences, then choose one theme to present through dramatization/ role play. It is important that all group participants are involved in the presented problem and the solution to the situation.

They present the chosen theme in a way that the problem and the potential solution that they agree on as a group are clearly visible.

In a pre-prepared space (a stage for the scene, chairs where the other groups of participants form the audience) each group

presents its theme, and then in the large group reflects on the process through questions:

- ▶ How did they like it?
- ▶ How did they come to a compromise solution to present one problem and one solution?
- ▶ What resources are needed to reach an agreement (the facilitator records resources in a prominent place)?
- ▶ How did they identify the resources?
- ▶ What did they learn through the process?
- ▶ What did they like the most?
- ▶ How did they like the way they discuss stressful events through dramatization (an art form)?
- ▶ What did they learn about themselves?

In the end, we ask:

Does the symbolism of the activity topic invite us to think about the ways in which we name problems and propose solutions? Have we answered that it is possible?

Circles of Violence

The purpose of the session is for the participants to understand the different roles (active and passive) that can contribute to the creation and perpetuation of circles of violence.

Adapted from:

Stenli Koen, Stanje poricanja – znati za zlodjela i patnje (Stanley Cohen: States of Denial – Knowing about Atrocities and Suffering) (Samizdat B92, Edicija Reč, 2003), and

The Manual:

Obrazovanje za društvenu pravdu (Education for Social Justice), Step by Step, 2008.

ACTIVITY 08

I Choose Where I Belong

For activity 8, prepare:

- ▶ Attachment handouts for all participants
- ▶ Felt-tip pens
- ▶ A4 paper

Present the **Circles of Violence** (handouts for participants) and explain both circles (roles) on the chart.

Then have participants work individually. Go from role to role and for each one write down an example of a situation in which you found yourself in that role (note: depending on the group, participants may be able to recall when, during their education, they were in each of these roles).

Divide the participants into pairs for a four-minute constructivist listening. They are divided into pairs and talk about the topic “Your experiences in different roles”, taking turns while the listener non-verbally

supports the interlocutor without using words.

After constructivist listening, form small groups of four by bringing two pairs together. Give small groups some time to freely discuss their experiences. After approximately ten minutes, ask the groups to discuss the similarities and differences between the two circles. (Note: emphasize the similarities and differences between feelings and needs, especially when the situations are different, but the needs and feelings are similar).

Let the participants get back into pairs and discuss the following questions: (note: write down the questions on a large piece of paper).

- ▶ Are there any situations where we think we are doing something with the best of intentions, but, in fact, we are being violent?

- ▶ How can we stop violence (active and passive)?

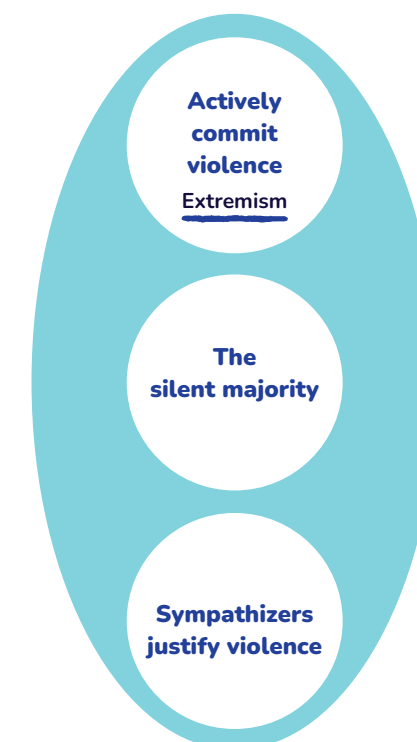
Open the discussion in a large group. Keep in mind that this activity is stressful for most participants, and it can also be stressful for you as a facilitator. Many people become aware for the first time that they have, in some way, actively or passively, encouraged and supported violence. To avoid self-blame (coward, weakling, spineless, etc.) or labeling others (bully, aggressor, tyrant, etc.), it is important to constantly direct the participants to the feelings and needs that underlie our behavior (why we do or do not do something).

It is important to emphasize a proactive approach so that people can take action to change the situation, rather than feeling bad about it. It is also important to mention the importance of balancing conflicting needs (e.g. the need for protection, security,

and the need for change), as this also affects what role we will play in the circle of violence. (Are we the silent majority whose most important need is to protect ourselves, or are we activists whose most important need is to change the existing, unjust conditions?) If we do not find a way to balance our own needs, we are in danger of falling into the trap of one of the roles (e.g., silently enduring the violence or doing nothing) or of persistently trying to change the people or circumstances around us, while forgetting to do something about ourselves.

Distribute the handout The Triangle of Violence to the participants and explain the key points from the handout. Be sure to emphasize that violence can be physical and emotional.

Circles of Violence

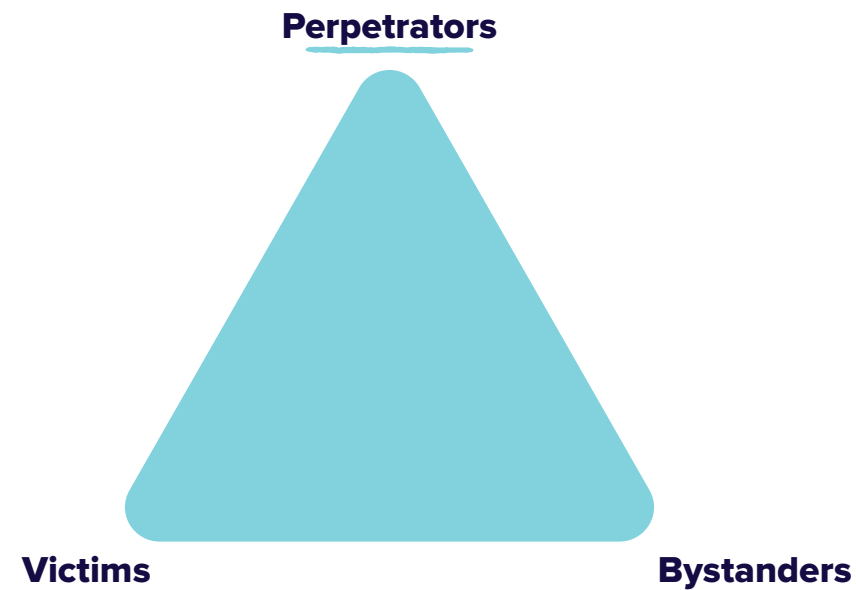


Groups that commit violence



Groups that suffer violence

Power Triangle



VICTIMS – suffer violence, remain silent, deny reality, adapt, sometimes it helps to survive THE reality, but often also passivize

PERPETRATORS – directly commit violence, there is an official justification for what they do, there is no defined responsibility or consequences for their actions

BYSTANDERS – watch and remain silent, most often for three reasons:

- ▶ Responsibility is diffused (it's none of my business, why should I interfere?)
- ▶ We don't have the capacity to identify with the victim (we help those who are similar to us, not those who are excluded from our "moral universe", often blaming the victims)
- ▶ We are unable to imagine a successful intervention (we don't know what to do, we are helpless, we fear punishment)

ACTIVISTS/LIFE BEYOND LIES – opposition entails sanctions, the price of rebellion against the consensus that prevails in society is high – isolation, branding, "traitors and foreign mercenaries",

exile or becoming a victim ourselves

COMMON REACTIONS TO OPPRESSION

- ▶ **Complete denial** (it doesn't happen)
- ▶ **Discrediting** (those who talk about violence and oppression are full of prejudice, they are gullible, manipulated)
- ▶ **Renaming** (yes, something is happening, but it's not that kind of violence)
- ▶ **Justification** (that's how it is, and it has to be that way, it's morally justified...)
- ▶ **Acceptance** (such behavior is natural in such a situation)

TYPES OF DENIAL

- ▶ **Personal denial** – processes at the individual level, often unconscious
- ▶ **Official denial** – public, collective and organized forms of denial at the state level; not only individual events are denied, but sometimes the entire history is rewritten; denial is not individual, but is built into the "facade" of the state; social conditions that encourage oppression become part of the official discourse and are addressed to both perpetrators and bystanders.
- ▶ **Cultural denial** – is neither entirely part of official state policy nor a private act; although no one explicitly says what is desirable, an unwritten agreement is reached at the level of society about what can be publicly remembered and acknowledged; certain groups censor themselves, learn to remain silent about certain topics, because public discussion of them would endanger the image that the group has of itself (collective myths are challenged); telling the truth is taboo – snitching, informing, encouraging the enemy.

ACTIVITY 09 Glossary

For activity 9, prepare:

- ▶ Attachment handouts for all participants
- ▶ Felt-tip pens
- ▶ A4 paper

Distribute Glossary 8 to the participants (hereinafter: the Glossary attachment handout) and ask them to mark the terms for which they may need additional clarification while reading. Allow enough time for discussion in small groups and then in a large group.

Glossary

- ▶ **Oppression** is the process in which one social group systematically exploits another for its own benefit. For an action to be considered oppressive, it must have the following three characteristics: 1) it is present in the national consciousness; 2) it represents an imbalance of power; and 3) it is institutionalized. This phenomenon involves institutional control, ideological domination, and the spread of cultural patterns from the majority culture to the minority culture.
- ▶ **Discrimination** is “prejudice in action”, the manifestation of prejudice in practice. It can be directed towards an individual or a group because of their origin, race, class, gender, age, physical condition, religious or sexual orientation, etc.
- ▶ **Classism** (derived from the English word ‘class’) is an attitude, action or institutional practice that places people in a subordinate position due to their socio-economic position in society.
- ▶ **Racism** is an attitude, action or institutional practice that places people in a subordinate position because of their skin color or ethnic origin. This includes imposing the culture of one ethnic group in a way that disrespects, demeans or destroys the cultures of other ethnic groups.
- ▶ **Nationalism** is an attitude, action or institutional practice that places people in a subordinate position because of their national allegiance.
- ▶ **Sexism** is an attitude, action or institutional practice that places people in a subordinate position because of their gender.
- ▶ **Ableism** (from the English word ‘able’) is an attitude, action or institutional practice that places people with physical disabilities in a subordinate position.
- ▶ **Language repression** (linguicism) is an attitude, action or institutional practice that places people in a subordinate position because of the language they speak.
- ▶ **Ageism** (from the word ‘age’) is an attitude, action or institutional practice that places people in a subordinate position because of their age (whether they are too old or too young).
- ▶ **Homophobia/heterosexism** is an attitude, action or institutional practice that places people in a subordinate position because of their sexual orientation.
- ▶ **Anti-Semitism** is an attitude, action or institutional practice that places people of Jewish descent in a subordinate position.
- ▶ **Assimilation** is a process in which a minority group gradually adopts the customs, attitudes, and values of the dominant culture, thereby abandoning its own.
- ▶ **“Giving voice”** (“have a voice”) is an attempt to make those traditionally silenced and/or powerless become active participants through dialogue and action. To have a “voice,” “speak up” means to make a meaningful contribution, to empower oneself, and to advocate for one’s rights.
- ▶ **A dominant group/non-target group** is a group that intentionally or unintentionally exploits, harasses, humiliates or destroys a subordinate/target group. The dominant group has power in every type of relationship.
- ▶ **A subordinate/target group** is a group of people who are systematically excluded, humiliated, exploited and/or mistreated by the dominant group in a given society.
- ▶ **Affirmative action** is a way of ensuring support for the inclusion of members of a subordinate group in the institutions of the system. Affirmative action ensures employment, education or political participation. In Europe, affirmative action is often called positive discrimination.
- ▶ **Ethnic minority** is a term that refers to people who belong to a cultural, racial or religious group that is distinct from the majority population.
- ▶ **Institutionalized oppression** is an unjust social, legal, economic and institutional practice that a dominant group carries out over a subordinate/target group.
- ▶ **Internalized oppression** is an oppressed group’s false belief about itself, based on mistreatment and misinformation imposed by the dominant group, that the target group internalizes. In other words, due to long-term, institutionalized racism and prejudice, the target group actually believes that what the dominant/non-target groups propagate about them is true.
- ▶ **Internalized dominance** is a dominant group’s mistaken belief about themselves that its members have internalized, based on the power and misinformation inherent in social and institutionalized structures.
- ▶ **Pluralism** is a social system based on the premise that all groups have the right to preserve their language and culture in order to form a new society, aware of all the differences that exist.
- ▶ **Prejudice** is an attitude, opinion or feeling formed without adequate prior knowledge, thought or reason. Prejudice is a preconceived judgment for or against a person or a group.
- ▶ **A stereotype** is a simplified generalization about a particular group, race or gender, usually containing offensive assumptions.
- ▶ **An ally** in social justice education is a person from a dominant/non-target group who actively supports people from a subordinate/target group. An ally takes action to end oppression regardless of their position in society.
- ▶ **Bias** is an attitude or set of beliefs that justifies unfair treatment of an individual or member of a group. This attitude is usually manifested through the inferiorization of members of the subordinate/target group.
- ▶ **Equality** represents different treatment of individuals and groups in accordance with their needs. Equality promotes fair treatment for everyone through differentiated, not uniform procedures and actions.
- ▶ **Equity** is a concept that means that all people are valued equally, receive equitable treatment (but not the same treatment) and have equal opportunities.
- ▶ **Inclusion** is a value system that promotes the availability of diverse resources to all. It is primarily used when talking about the accessibility of education to all students, regardless of their potential. The philosophy of inclusion goes beyond the idea of physical inclusion and refers to basic values that promote participation, friendship and social interaction that results in a sense of belonging.
- ▶ **Segregation** is the imposed separation of a subordinate group in a state, community or institution.
- ▶ **Multicultural education** is an approach that enables students to understand, respect and appreciate cultural differences and similarities, as well as to recognize the achievements of different ethnic, racial and socio-economic groups. Different groups are portrayed realistically and from different perspectives, with the aim of balancing cultural relations. Multicultural education can be applied at many levels, from students’ celebrations of ethnic diversity through “food, fun and holidays” to a “transformative” approach that weaves a web of cultural perspectives through the curriculum with the aim of developing a socially just society.
- ▶ **Social justice education** is an active/activist approach to combating prejudices and stereotyping. In every society, institutions create and maintain repressive structures. It is not enough to just say that we personally have no prejudices and watch from the sidelines what is happening. It is necessary for each individual to actively intervene, question and confront personal and institutional repressive behaviors.

Bystander Intervention

The purpose of the session is for the participants to name different sources of power that they can use to contribute to the prevention and deterrence of violence.

ACTIVITY 10 World Café

For activity 4, prepare:

- ▶ Attachment handouts with the tables for the group work
- ▶ Pencils
- ▶ Felt-tip pens
- ▶ A4 paper
- ▶ Coffee for the participants

World Café is a group interaction method that enables collaborative dialogue, knowledge exchange, problem solving and shared thinking. Groups work on issues related to, for example, what to do if you witness a violent scene of any kind of violence. The activity brings together different knowledge, experiences and perspectives to jointly generate ideas and strategies. There are three rounds in total, so that each participant has the opportunity to discuss all the questions. One person (the organizer) is static at each table and moderates the discussion, also noting down answers, suggestions and ideas to the questions asked.

Tip:

Since this activity is in the context of “Coffee with... on the topic”, check with participants if they need an additional break planned in the agenda).

The facilitator instructs the participants to divide into groups (three groups equal in number of participants).

The groups are thematic and have names within which they answer the structured questions (in attachment, Bystander Action below):

- I Bystander resource analysis
- II Analysis of the “Hollaback! 5 D Model for Bystander Intervention”
- III Bystander meta-level

Each group works for around 20 minutes. During the work, they discuss, give examples, ideas and suggestions in response to the questions or proposed interventions. By questioning, they

conclude, and the group moderators note down the answers which they will present in a large group after all groups have rotated, i.e. after they have visited each group.

Bystander Action

Group I

Bystander Resource Analysis

1. What should be done in case of witnessing violence?
2. Who should be empowered and how to act in cases of violence?
3. What support is needed to prevent violence?
4. What resources can we count on with regard to different types of violence and its consequences?
5. What kind of environment should be created to stop violence?

Group II

Analysis of the “Hollaback! 5D’s Model for Bystander Intervention”

1. **Distract:** Indirectly diffuse the situation by interrupting the harassment and supporting the target (e.g., commotion, chatting, etc.).
2. **Delegate:** Ask a third party to help intervene, preferably an individual in a position of authority.
3. **Document/Evidence:** If it is safe to do this and if someone is already helping the target, take notes or record a video of the discriminatory situation (it is the target that permits engagement in the situation).
4. **Delay:** Side with someone who is being discriminated against/harassed (e.g., by providing support, assistance, etc.).
5. **Direct:** If everyone is physically safe, speak up firmly and clearly against the harassment/discrimination that is happening (the priority is to help the target in the debate on harassment).

Group III

Bystander Meta-Level

1. What will I do in case of witnessing violence?
2. Who can I count on in the bystander intervention with regard to the different types of violence (give examples for verbal, physical, psychological, online and sexual violence)?
3. What support can I count on in this process?
4. What resources will I use in the bystander intervention?
5. What can I do (specific example) to contribute to an environment with zero tolerance for violence?

After completing the group work, the participants return to the large group, where the moderators present the key ideas and participants' answers.

The facilitator moderates with the questions:

- ▶ What did you learn about the process, and what about yourself?
- ▶ What did we conclude from the answers, what is the difference between we should do, have done and can do. And what will I do as a bystander?
- ▶ How do you feel about the insights?

- ▶ How can you use this in an affirmative way?

Before going for a break, ask the group to complete the sentence "In this world I want to..."

Closing:

In the closing, the facilitator explains the essence of the Hollaback! 5 D's model using the content of the "Bystander Intervention Training Manual for Youth Leaders."

ACTIVITY 11

Bystander Intervention

For activity 11, prepare:

- ▶ Topics each with 2 scenarios
- ▶ Questions for each group
- ▶ Pencils
- ▶ Felt-tip pens
- ▶ A4 paper
- ▶ Attachment handouts "Ideas for Bystander Interventions"

The facilitator begins with the words: "Now we will test our resources that we talked about by facing a common challenge. The test implies that, divided into five groups, we will initially work on a topic that has two scenarios. It is necessary to find a solution to them with the help of questions that will be given to each group."

After each group has answered the questions on the given topic with two scenarios, they are allowed to consult with the other two groups. In this process, two groups merge and share solutions, and then join a third. In this process, the groups provide feedback on the usefulness and applicability of the proposed solutions as they complete their answers to the questions.

Note: Facilitators pay attention to all the participants in this process. It is possible that they may relate to the topics from a personal perspective if they have experienced/suffered consequences of violence themselves, which is why it is useful for them first to do (each for themselves) the "Green Oasis" visualization activity, but also after they have completed the activity.

Interventions to Address Peer Violence

Scenario 1:

In sports class, you are divided into groups for volleyball practice. One group does not want to accept a Roma girl. They call her vile names and insult her.

Questions:

- ▶ How do the people involved in this situation feel?
- ▶ What would you do if you were in this situation? What wouldn't you do?
- ▶ What could be the consequences of your action/inaction?
- ▶ How would you help the girl exposed to bullying in this scenario?
- ▶ What steps should/can the school take to prevent this type of behavior among students?
- ▶ How can diversity and tolerance be promoted among students?



► Interventions in the Context of Sexual Harassment

Scenario 2:

A primary school student is exposed to physical violence from an older student on a daily basis. The older student hits him and forces him to give him his pocket money. The victim is afraid to report the violence because he fears revenge and isolation from his peers.

Questions:

- How do the people involved in this situation feel?
- What would you do if you were in this situation? What wouldn't you do?
- What could be the consequences of your action/inaction?
- How would you help the victim of physical violence feel safer and supported?
- How can the school respond to this violence and ensure a safe environment for all students?
- What would motivate you to report the violence and support the victim? What would it take to feel safe to act?



Scenario 1:

On public transport, a man inappropriately touches the woman in front of him. Note that she is aware of this, but seems afraid to react to it in public.

Questions:

- How do the people involved in this situation feel?
- What would you do if you found yourself in this situation? What wouldn't you do?
- How would you help the victim feel safer and supported?
- What could be the consequences of your action/inaction?
- How could sexual harassment awareness and prevention be improved in public spaces such as public transport?
- What would motivate you to report violence and support the victim? What does it take to feel safe to act?



► Interventions in Domestic Violence Situations

Scenario 2:

A group of your friends during a school break sends explicit and unwanted messages to a boy you go to class with. He is sitting on the stairs alone, visibly upset.

Questions:

- How do the people involved in this situation feel?
- What would you do if you found yourself in this situation? What wouldn't you do?
- What could be the consequences of your action/inaction?
- How would you support a boy who is exposed to unwanted messages from his peers?
- How could the school intervene and what would prevent such situations?
- What would you say to friends who send inappropriate messages?

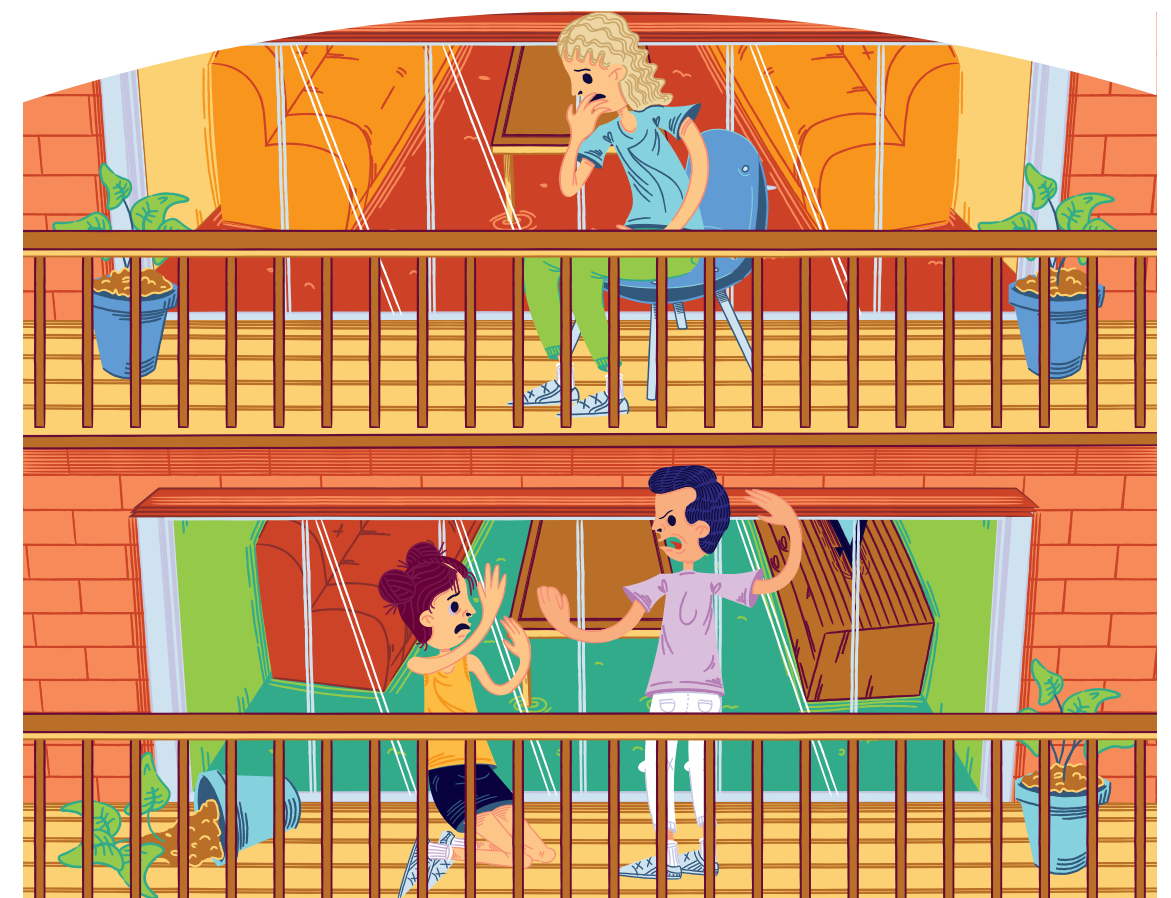


Scenario 1:

In the apartment below, you hear an adult person shouting, loud banging and a child crying over a long period of time.

Questions:

- How do the people involved in this situation feel?
- What would you do if you were in this situation? What would you not do?
- What could be the consequences of your action/inaction?
- What would motivate you to report violence and support the victim? What would it take to feel safe to act?
- How could all residents of the building support people who are exposed to domestic violence? How can they be informed or invited to get involved in this type of action?
- How could the reporting and support system in such situations be improved?



► Interventions in Substances Abuse Situations

Scenario 2:

You witness a physical confrontation between your parents in the living room. Your parents do not notice you are there.

Questions:

- How do the people involved in this situation feel?
- What would you do if you were in this situation? What wouldn't you do?
- What could be the consequences of your actions/inactions?
- How can someone support a child who witnesses a physical conflict between their parents?
- How can parents be supported to recognize and resolve conflicts peacefully?
- What could schools do to educate about the problem of domestic violence?



Scenario 1:

During a night out with friends, one of your friends orders an alcoholic drink even though she is underage. The waiter brings her a drink.

Questions:

- How do the people involved in this situation feel?
- What would you do if you were in this situation? What wouldn't you do?
- What could be the consequences of your action/inaction?
- How can young people be supported to make responsible decisions about alcohol and drug abuse?
- How can schools and parents educate about the dangers of drug abuse?



Scenario 2:

A group of your classmates have started experimenting with drugs, and one person is starting to show signs of addiction.

Questions:

- ▶ How do the people involved in this situation feel?
- ▶ What would you do if you found yourself in this situation? What wouldn't you do?
- ▶ What could be the consequences of your action/inaction?
- ▶ How would you support a person showing signs of addiction?
- ▶ What are the warning signs of drug abuse and how can they be recognized?
- ▶ How could society provide more support to people facing drug abuse problems?



► Suicide Prevention Intervention

Scenario 1:

Your friend is showing signs of depression, withdrawal and talks about self-harm. You have noticed that he has started carrying sharp objects with him, and you can see marks of self-harm on his arm.

Questions:

- ▶ How do the people involved in this situation feel?
- ▶ What would you do if you found yourself in this situation? What wouldn't you do?
- ▶ What could be the consequences of your action/inaction?
- ▶ How could schools and communities work to raise awareness of mental health?
- ▶ How can it be ensured that people facing mental challenges receive timely support?



Scenario 2:

You find a letter from your friend in which he expresses feelings of hopelessness and in which you recognize suicidal thoughts. He has been withdrawing from social activities for quite some time, he has no interest in school and spends most of his time at home.

Questions:

- ▶ How do the people involved in this situation feel?
- ▶ What would you do if you were in this situation? What would you not do?
- ▶ What could be the consequences of your actions/inactions?
- ▶ How can suicide prevention among young people be improved?
- ▶ What support mechanisms are needed in school so that a person feels safe to seek help?
- ▶ How can the stigma related to seeking help for mental health problems be reduced?



After research, consultations and participants' answers, the group moderators present the groups' conclusions. Discussion of the work done and the groups' conclusions take place in the large group.

At the end of the process, the facilitator summarizes the responses using the question structure below in relation to the participants' answers and the examples of bystander intervention described in the "Bystander Intervention Training Manual for Youth Leaders."

Questions:

- ▶ What should and should not be done in this situation? (from your perspective)
- ▶ What type of intervention would you undertake?
- ▶ What type of help would you use to prevent violence in this case?
- ▶ What type of support would you use to help the victim of violence during and after the incident?
- ▶ Who would you include in the support system in this case? (which individuals and which institutions)
- ▶ What could be the consequences of your action, and what of your inaction/inaction?
- ▶ How did you arrive at all of the above answers to the questions? Does it tell you something? What?

Ideas for Bystander Interventions

Tip:

During the rest of the activity, the participants can compare the ideas given in the attachment below with those generated during the process in activity 11.

1. Intervention to Address Peer Violence

Bystander actions can be described in terms of the “5 D’s Steps”. The 5 D’s (from the English words: Distance/ Distract, Delegate/ Call for Help, Document, Delay and Direct) refer to the guidelines that are often used to encourage bystanders to react in situations where they witness violence, harassment or dangerous situations. These steps are used to promote safety and help victims. The “5 D’s Steps” include:

Direct: This involves direct intervention to end a situation of violence or danger. This may include calling for help, sending clear and authoritative requests to the perpetrator to stop the violence, or providing physical help to the victim if it is safe to do so.

Example: If a witness sees someone in a restaurant being verbally aggressive towards another person, the witness can approach the perpetrator and say: “Please, stop behaving like this, it is not acceptable”.

Distance (distract): In cases where direct intervention is not safe or feasible, a bystander may attempt to derail the situation in order to interrupt potentially dangerous behavior. This may include asking questions, leading the conversation to another topic or otherwise diverting attention from the violence.

Example: If you notice someone feeling uncomfortable because another person is provoking him or her, you can approach

them and ask them something simple, like, “Do you have any idea where I can find a restroom?”

Delegate (call for help): The bystander may recognize the need for professional assistance or intervention and call relevant individuals or services to become involved. This may include calling police or security services, a medical call center, or other professionals who can assist in situations of violence or danger. Delegation is when you ask for help, resources or assistance from a third party.

Here are some examples:

- ▶ Find a store manager, bus driver or an employee who is passing by and ask them to intervene.
- ▶ If you are near a school, talk to a teacher or the teacher on yard duty. At a college, talk to student services or someone at the front desk of your university building.
- ▶ Bring a friend who can use distraction methods (by asking for the time or starting a conversation unrelated to the harassment) to communicate with the person being harassed while you find someone to delegate to.
- ▶ Talk to someone close to you who can see what is happening and may be in a better position to intervene. Work together. Call “122” (if safe) and ask for help. Before contacting, use Distract to check in with the person being targeted to make sure you want to do it. Some people may not feel comfortable or safe with law enforcement intervention. For many people

and communities, a history of abuse by law enforcement has led to fear and distrust of police intervention, and in the current climate, there are many communities, such as undocumented individuals, who may feel less safe in the hands of the police. In certain situations, you may not be able to reach the person you want on the case, and depending on the situation, you will need to use your best judgment.

Example: If you see a fight in the street, you can call the police to report the situation and ask for help.

Document: This step involves recording and documenting what the bystander witnessed. This may be important for later research or monitoring of the situation. Documenting may include notes, photographs, recordings, or other forms of recording relevant information.

Example: If a witness sees an incident of harassment at work, they can record the date, time, location and description of the event so that it can be useful for later reporting to the authorities or services.

Delay: This step involves reaching out to someone who is being discriminated against (offering support, assistance).

Example of joining in: “What happened? How are you feeling? What can I do for you? Or: “Can I get you something, food or water? Is it okay if I call for help?”

Direct: This includes direct intervention to end a situation of violence or danger. It may include calling for help, making clear and authoritative requests to the perpetrator to stop the violence, or providing physical assistance to the victim, if it is safe to do so.

Example: If a witness sees someone in a restaurant being verbally aggressive towards another person, they can approach and say to the perpetrator: “Please, stop such behavior, it is not acceptable.”

It is important to note that the application of these steps may vary depending on the specific situation and circumstances. The safety of bystanders, victims and other

persons present should always be the most important and should always be guided by caution. It is especially important to address the psychological harm that can be caused by any form of violence, and in the 5 D’s it is important not to forget to include the support of persons who provide psychosocial, psychological and/or psychotherapeutic support.

2. Interventions in the Context of Sexual Harassment

Intervention in cases of sexual harassment is essential to protect the victim, provide support and prevent further abuse. We discuss each type of action with the victim of violence so that we can choose what steps we should or should not take. Below are suggestions for how to resolve the situation if the victim agrees.

Victim Safety: The most important thing is to ensure the safety of the victim. If you are currently in a dangerous situation, call emergency center or your local police to ensure quick action.

Example: If someone shares their experience of sexual harassment with you, you can say something like, “I believe you. You are not alone in this. I understand how difficult it is for you”.

Listen to and believe the victim: It is important to support and believe the victim. Listen to their story without judgment and do not doubt their honesty. The story they share is their truth.

Example: You might ask yourself: “What do you want to do? Do you want to talk to someone? Do I need help contacting the authorities?”

Encourage the victim to report: Encourage the victim to report the incident to the authorities, such as the police or school/business authorities. If the victim wants to, you can offer to help them file a report.

Example: You might say, “You have the option of reporting the incident to the authorities, seeking legal aid, consulting with a therapist, or contacting organizations that provide support for victims of sexual violence”.

Legal aid: Recommend that the victim seek legal help. This could include contacting a lawyer, victims’ rights organizations or victim support centers.

Example: You might offer to accompany the victim, provide information on how to file a report, or offer to contact Legal Aid together.

Medical assistance: Advise the victim to seek medical care, if necessary. This includes screening for injuries, testing for sexually transmitted diseases and possible contraception, if applicable.

Example: You might advise, “It is important to seek medical care to check for possible injuries and to undergo any necessary testing for sexually transmitted diseases”.

Adapt support to the victim: Respect their wishes and boundaries. If the victim does not want to take certain steps, support them in their decision.

Example: If the victim decides not to report the incident to the police at this time, respect their decision and offer other forms of support.

Recommend professional help: Encourage the victim to contact professionals for support and counseling.

Example: You can suggest contacting victim support centers, psychologists, psychotherapists, or organizations specialized in helping victims.

Education and prevention: Encourage discussion about sexual violence in your social environment to raise awareness and work on prevention.

3. Intervention on Domestic Violence

Bystander intervention in domestic violence situations plays a key role in protecting victims, providing support, and preventing further abuse. Here are some steps a bystander can take in a domestic violence situation:

Victim Safety: First and foremost, the bystander should ensure the safety of the victim. If the victim is in immediate danger, calling the local police can be the first step to ensure immediate intervention.

Example: If you witness domestic violence, ensure your own safety first and call local police if the situation seems dangerous.

Remain calm and collected: It is important to remain collected so that you can intervene sensibly and effectively.

Example: Address the victim with empathy and compassion to encourage them to feel safe and supported.

Do not engage directly in physical conflicts: Avoid physical conflict with the bully in order to avoid additional danger for everyone present.

Example: If you notice sexual violence, do not try to intervene physically to avoid further danger.

Call for help: If you witness violence, call your local police so experts can respond quickly.

Example: If you witness violence, call the local police so that experts can respond quickly.

Provide a safe place for the victim.

Example: If possible, try to place the victim in a safe place, such as a neighbor’s house or a public space, while you wait for the police to arrive.

Provide emotional support: Be supportive of the victim. Listen to them, believe them, and show understanding for the difficult

situation the victim is going through.

Example: Listen to the victim without judgment and show understanding for the difficult situation he/she is going through.

Do not blame the victim: Instead, focus on support and safety.

Example: Do not ask questions that suggest that the victim is to blame for the violence he/she has experienced. Instead, focus on support and safety.

Encourage the victim to seek professional help: Recommend that the victim contact local humanitarian organizations for victims of domestic violence, which provide counseling, legal assistance, and safe shelter.

Example: Recommend that the victim contact local organizations to help victims of domestic violence, which provide counseling, legal assistance, and safe shelter.

Recording details: If possible and safe, try to record relevant details such as the date, time, location and description of the event so that this information can be useful in the subsequent legal proceedings.

Example: If possible and safe, keep in mind relevant details such as date, time, location and description of the event so that this information may be useful in the subsequent legal proceedings.

Encourage the victim to report: If the victim is ready, support the victim in their decision to report the violence to the authorities.

Example: If the victim is ready, support the victim in their decision to report the violence to the authorities.

It is important to remember that the safety of everyone involved is paramount. If the situation becomes dangerous, stop and call local authorities for help.

4. Bystander Intervention in Substance and Drug Abuse

Bystander intervention in a drug abuse situation can be crucial in providing support and assistance to a person struggling with addiction. Here are some steps a bystander can take in such a situation:

Drug Abuse Education: The bystander can be educated about the signs and symptoms of drug abuse to better understand the situation. The bystander can participate in drug abuse prevention education to reduce risks and raise awareness of this important topic:

Watching for signs of abuse: The bystander can pay attention to physical, emotional, and social signs that indicate possible drug abuse.

Example: Notice behavioral changes such as loss of interest in hobbies, changes in appearance, or a decline in academic/business performance.

Conversation with the drug abuser: The bystander can openly and sympathetically initiate a conversation with the person about their behavior and possible drug abuse. It is important to provide support and express concern for their health and well-being.

Example: Ask the person how he/she feels and express your concern if you notice signs of drug abuse.

Providing support and showing understanding: The bystander can express their support for the person and offer understanding of the challenges and difficulties they are facing.

Example: Tell the person that you are there for them and want to help them find solutions to their problems.

Encouraging the person to seek professional help: The bystander can encourage the person to seek help from professionals, such as doctors, therapists, counselors or support organizations for addicts.

Example: Suggest that the person contact a doctor or a therapist who is a drug addiction specialist (in Bosnia and Herzegovina, this support system is provided through institutes, centers, and centers and alcoholism and drug addiction treatment communities, you can offer different options).

Avoiding judgment and stigmatization:

The bystander should avoid judging and stigmatizing the person who is abusing drugs. Instead, it is important to offer support and help them find resources for recovery.

Example: Do not blame the person for their situation, but focus on working together to solve the problem. Ask them what they want to change for themselves so that you can explore support system options.

Offer specific help: The bystander can offer specific help in finding resources, driving to treatment, or participating in activities that support a healthy lifestyle.

Example: If the person wants to seek help, offer to accompany them to a clinic, therapist or support group.

Encouraging change: The bystander can encourage the person to think about the possibilities for a change and support him/her in the recovery process.

Example: Talk to the person about their goals and help them identify steps towards a healthier life. One way is to define the benefits and risks of the changes that the recovery process brings.

Self-protection/self-care: The bystander should be aware of their own safety and limits. If the situation becomes dangerous, seek professional help.

It is important to remember that drug abuse intervention requires compassion, patience and support. The person struggling with addiction should be treated with respect and dignity.

5. Suicide Prevention Intervention

When a bystander suspects that someone is experiencing suicidal ideation, planning, or potential execution, it is important to act immediately to provide the person with help and support. Here are some steps a bystander can take in such a situation:

Stay calm: It is important to remain calm so that you can intervene calmly and effectively.

Example: Take deep breaths to stay calm and clear in your thinking.

Talk: It is crucial to open a dialogue with the person who is showing signs of suicidal ideation. Ask questions that show concern and understanding.

Example: "I noticed you might be having difficulty. I want to talk about it and help if I can."

Examples of questions: "How are you feeling? Do you have thoughts of serious self-harm? What is bothering you? In what situations do these thoughts occur? How do you manage to overcome these situations with thoughts? What would help/support mean to you in this situation?"

Listen attentively: Give the person time to express their feelings and thoughts. Listening without judgment can be extremely important.

Example: Actively listen to what the person is sharing with you and express empathy, e.g., "I understand that it is difficult and that you are struggling".

Don't promise confidentiality: If a person shares suicidal thoughts, especially if they are accompanied by planning, it is important to inform responsible adults, especially if it is a child. Promising complete confidentiality can make it difficult to provide appropriate help.

Example: In these situations, it is best to involve the people who can help you. I want to help you, and not including them would

mean that I have not helped you. We can get through this together.

Ask about a plan: If the person is expressing suicidal thoughts, ask if they have considered a specific way to harm themselves.

Example: "Are you thinking about seriously harming yourself? Do you have a specific plan?"

Example question: "Do you have a specific plan for how you might do this?"

Encourage contact with mental health professionals: Encourage the person to reach out to a mental health professional, such as a psychologist, psychiatrist or counselor.

Example: "I recommend talking to a therapist or psychiatrist who can provide professional help."

Offer to accompany or help in seeking help: If possible, offer to accompany the person to a mental health professional or call an emergency service if the situation is urgent.

Example: "I can take you to a therapist or call an emergency service together if you think it's necessary."

Involve others: If it is a child or adolescent, notify parents, guardians, teachers or other relevant adults.

Example: If it is a child or adolescent, notify parents, teachers or guardians.

Stay with the person: If the situation is acute and there is immediate danger, stay with the person until professional help arrives.

Do not leave the person alone: If the situation appears to be an emergency and there is real danger, call local emergency services or take the person to the nearest hospital.

Follow the instructions of a mental health professional: If the person is already undergoing treatment, follow the instructions of the professional and help the person continue to receive treatment.

Get support for yourself: Meeting someone who is having suicidal thoughts can be a very emotional experience. Seek support from your friends, family or a mental health professional.

It is important to understand the seriousness of the situation and act quickly to provide the person with the help and support they need. If there is immediate danger, do not hesitate to call your local emergency services.

ACTIVITY 12

Time for Bystander Action

For activity 12, prepare:

- ▶ PowerPoint presentation of the facilitator
- ▶ Complementary Manuals and materials for participants

Using a presentation based on the content of the "Bystander Intervention Training Manual for Youth Leaders", the facilitator further corroborates the answers from the previous activity, concluding the session with the "Green Oasis" activity.

During this time, the facilitator provides participants with further information about the continuation of the activity, additional forms of support in order to maintain the continuity of bystander activities and interventions.

Agenda

- Welcome and presentation of the training
- ACTIVITY 1 Creating a work environment
- ACTIVITY 2 Starting positions before, during and after training
- ACTIVITY 3 Leader's vision
- ACTIVITY 4 My green oasis
- ACTIVITY 5 Oasis Community
- ACTIVITY 6 Life as a River, final reflections, homework: Self-Care – Green Oasis
- Introduction / welcome / questions from yesterday
Homework check: Self-care
- ACTIVITY 7 I name, therefore I am.
- ACTIVITY 8 I choose where I belong
- ACTIVITY 9 Glossary
- ACTIVITY 10 World Café
- ACTIVITY 11 Bystander intervention
- ACTIVITY 12 Time for bystander action

Note:

The sequence of activities proposed in this table presupposes 90 minutes for the implementation of the process.

Note:

It is recommended to follow the structure of the agenda, taking into account the structure of the training and the personal experiences of the participants. The opening, self-soothing techniques, the process of sharing personal stories is closed through the final activities after the sources/ resources of support have already been installed through the training.

Links

- ▶ Prejudicial Pressures: The Independent - Litany (youtube.com)
- ▶ The Issue of Perspective: Guardian TV Ad Newspapers Point Of View Skinhead (youtube.com)
- ▶ Attention and/or distraction of observation: Selective attention test (youtube.com)
- ▶ Inattentional Blindness-How Many Passes (youtube.com)
- ▶ Young People As Advocates: Your Action for Change Toolkit (2011). International Planned Parenthood Federation (IPPF): https://www.ippf.org/sites/default/les/web_young_people_as_advocates.pdf
- ▶ Youth Advocacy Toolkit (2019). UNICEF: <https://unicef.org.uk/wpcontent/uploads/2019/03/Youth-Advocacy-Toolkit.pdf>
- ▶ Art as a Tool for Social Change (2016). AFSC: <https://www.afsc.org/blogs/news-andcommentary/discussion-art-tool-social-change>
- ▶ Council of Europe (2004) – All Different - All Equal, Education Pack: Ideas, resources, methods and activities for informal intercultural education with young people and adults, second edition (reviewed and updated). Strasbourg: Published by the Council of Europe. Available at: www.coe.int/compass

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