



ExSport Us

KA2 - Cooperation for innovation and the exchange of good practices

KA205 - Strategic Partnerships for youth

(2018-3-IT03-KA205-014806)

Training Course – The Bullying Challenge

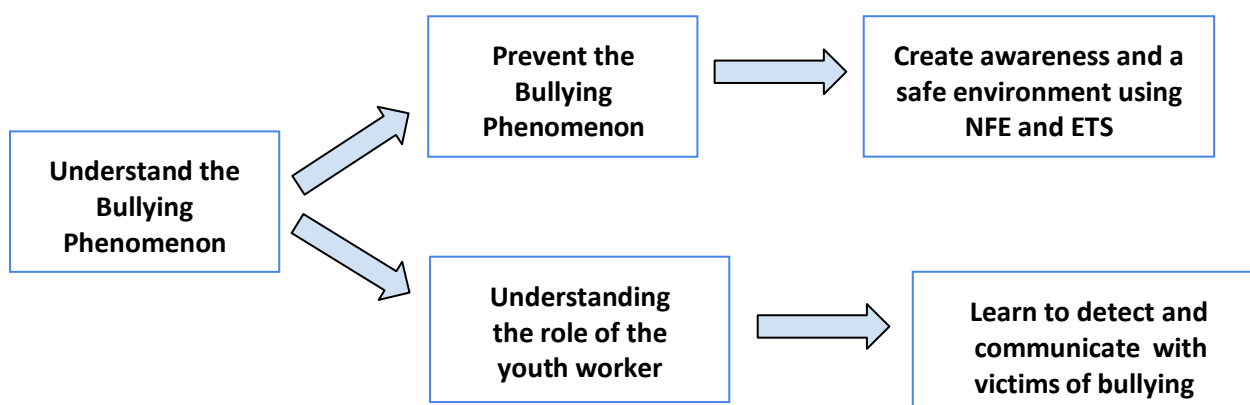
- **Aim**

The aim of this training course is to provide educators/facilitators/youth workers with a framework to **understand, prevent and fight** bullying behaviours among young people, by mastering Non-Formal Education and Education through Sport, in order to create a safe learning environment and by learning strategies to detect, act and communicate bullying cases.

- **Objectives**

- ✓ To understand the wider frame of the Bullying challenge: Contexts, dynamics, potential victims and wider social consequence.
- ✓ To explore the role and potential of Non-Formal Education and Education through Sport to prevent bullying among youth;
- ✓ To practice and add to the know-how concrete non-formal activities, working methods, safe learning environment and tools transferable into practice regarding the bullying phenomenon;
- ✓ To learn to detect potential cases of bullying among youth;
- ✓ To improve communication skills with victims of bullying;
- ✓ To reflect on the role of NGOs, youth operators and Youth Work in preventing and act towards Bullying, nurturing an inclusive attitude and tolerant mindset among young people;
- ✓ To exchange best practices and share experiences with participant and staff coming throughout Europe.

- **The Pedagogical Process**





Weekly General Plan

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Morning	Welcome and introduction	Get to know each other	Understanding Bullying	Introduction to NFE	ETS against Bullying	NFE against bullying	Connecting the dots and Evaluation
Afternoon	Welcome and introduction	Team building	Work on groups dynamics	Introduction and practice of ETS	Game lab	NFE against bullying	GOODBYE



Pre-training Online Module

1. Let's introduce each other

Objectives: ice breaker and quickly know each other names.

Time: 10 min

Material and preparation: None.

Instructions: everybody says his/her name and something he/she likes to do starting with the first letter of his/her name.

Tips for facilitators: Start first saying your name and what you like to do so participants understand better the game.

2. Welcome to Non-Formal education

Objectives: reflect on the principles of NFE, distinguishing it from Formal and Informal Education; add to the know-how concrete working methods, safe learning environment and tools;

Time: 1.30 hour

Material and preparation: presentation and interactive program (like Mentimeter <https://www.mentimeter.com/>)

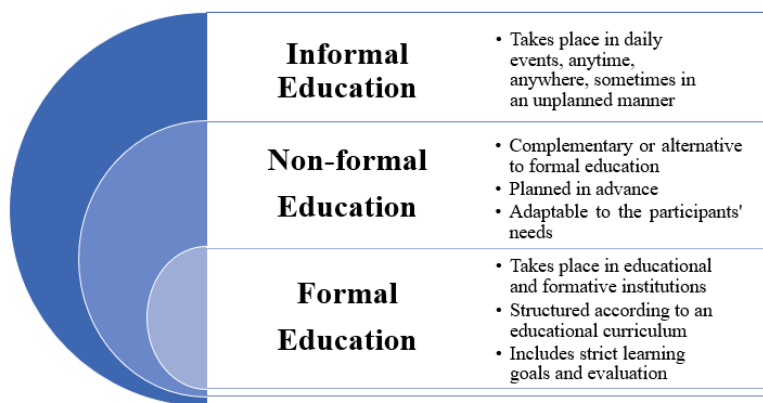
Instructions: Share with participants with mentimeter, a board divided in 2 parts by a line. In one of the parts put an agree (e.g., thumber up) and in the other stick on the wall a disagree symbol. Then tell the group that you are going to project some sentences about NFE, IE and FE. Each participant has to vote if it is true or false. After each question, the group has to explain why they agree or not.

Possible phrases:

- “Non-formal education is an educational approach aiming to give people the possibility to develop their skills, values and competences, other than those which are gained within the formal education system – thus contributing to their lifelong learning” (TRUE)
- “The difference between Formal Education and Non-Formal Education is that the first type of education is intentional and planned in advance while NFE is not” (FALSE) – *Debrief that the two types are structured and planned, introducing the differences of the types of education.*
- “Non-Formal Education is not compatible with Formal Education and cannot be implemented for example in Universities” (FALSE) *Debrief that they are complementary.*
- “In NFE, the learners’ participation is voluntary: the trainers create learning opportunities and try to motivate the participants into seizing them; however, the learners have the choice and power to do it or not” (TRUE) *Debrief that it is one of the seven principles of NFE and print handouts of every other principle and explain one by one.*
- “To implement Non-Formal Education methodology, you don’t have to have any training before, because the role of the trainer is not that important” (FALSE) *Debrief that NFE has specific principles, process and working methods that you need to know to plan a session, reflecting about the role of the trainer.*

Debriefing & Evaluation: Debrief the points of NFE during the exercise. In the end, make sure you address all of the following topics:

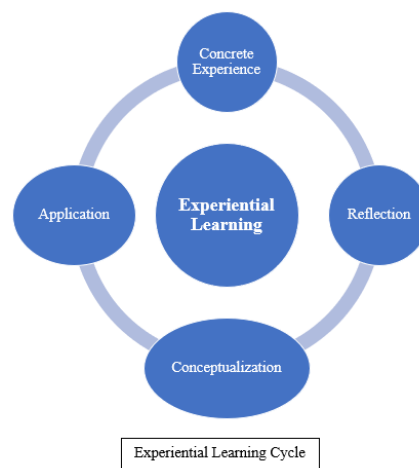
- Difference of NFE, FE and IE



- Principles of non-formal education

- The *learners' participation is voluntary*: the trainers create learning opportunities and try to motivate the participants into seizing them; however, the learners have the choice and power to do it or not;
- The *learners take an active part in the educational process*, being responsible for their role during such process;
- The *group works as a source of learning*, namely through the interaction between its members, in order to capitalize the learning potential and resources to its fullest;
- The *educational process is learner-centred*, which means the participants decide what, how and when they want to learn, keeping in mind what they consider is relevant for them and their context;
- *Experiential learning* is a source of learning, since the participants learn by doing: they act and reflect upon such action, so that the transfer of values and knowledge can be ensured and, later on, put into practice;

Concerning the process of experiential learning, the participant actively experiences an activity (concrete experience) and consciously reflects upon that experience (reflection); then, the learner tries to conceptualize the theory/model regarding what is observed (conceptualization); finally, the learner tries to apply that same theory/model on a future experience (application).



- The *learning approach* is based on a holistic perspective, which means that it involves cognitive, emotional and physical levels of learning, that correspond to the development of knowledge, skills and attitudes;

- Finally, *non-formal education* is value-based: it helps people develop on personal and professional dimensions, promoting social inclusion, active participation in society and human rights values.

The role of the facilitator

During a non-formal education process, the trainer is accountable for planning, guiding and managing a group, ensuring that its goals are effectively fulfilled. To do so, the facilitator must make it easier for learners to go through the process of learning and self-discovery, by creating a safe and trustful environment, in which the participants can share, think, grow and learn. At the end of the process, the trainer is responsible for monitoring, accessing and summing up the group's results and impacts.



Day 1 – Welcome day

MORNING

3. Hand and Thumb

Objectives: to break the ice and start the training with high energy

Time: 5 min

Material and preparation: None.

Instructions: Let's make a circle. Now everybody raise the right hand and the left thumb. Let's put the left thumb under the right hand of the people next to us. I'll count until 3, then you have to catch the thumb of the person next to you and take off your hand to not be caught at the same time.

Tips for facilitators: You can repeat the game for 4-5 times

4. Welcome and introduction

Objectives: to prepare the participants to face the training in the best way

Time: 20

Material and preparation: None.

Instructions: the facilitators explain the context of Exsport Us project, the general concept of the training, the weekly schedule, the rules of the hosting structure, and any relevant recommendation.

Tips for facilitators: Use your note to be sure to tell all the relevant information. It is very important that participants know always what and where is in program, at what time to show up and what to bring. Remember to left some space for questions.

5. Thermometer of the group

Objectives: to understanding the level of experience of the participants in different areas

Time: 5 min

Material and preparation: None.

Instructions: Let's make a line (one below the other) in the middle of the room. Now the room becomes a thermometer: at the left wall the measure is 0, at the right wall it is 10 and at the middle it is 5. I would say some aspects to be measured. Please stand in a different position of the room measuring your experience.

Sentences:

- Your level of English (if the training is held in English)
- Your experience in Non-Formal Education
- Your experience in Sport
- Your experience in Erasmus + program

Debriefing: explain participants that this activity is important to understand the composition and the experience of the group and they can use it as well while working with young people in different areas. It is always important to adapt your activity to the specific features of the group.

Tips for facilitators: Observe carefully the answers of your group, and use them to program and adapt your activities. For example, if the level of English in your group is not high, during the training be sure to talk slowly and to use a simple language.

6. Let's the journey begin!

Objectives: to set specific objectives and expectations of participants.

Time: 15 min



Material and preparation: 1 flipchart with the draw of a boat sailing in the sea, with sunny sky in the background, post-it, pens.

Instructions: This boat represent the journey we're starting together in this training course. Write in a post it your expectations and your fears. Put the fears in the sea and the expectations in the sky.

Debriefing: say that this activity is important both for the participants (to reflect on their personal objectives) and the trainer (to understand the objectives of the group).

Tips for facilitators: you can put some music in the background while the participants are writing. At the end of the morning, take some time to carefully read participants' expectations and use this information to set the next days.

7. Shared rules

Objectives: to start establish together the rules of the group, to make the participants aware and responsible for them.

Time: 10

Material and preparation: flipchart, markers

Instructions: in order to work together as a group, we need to have common rules and guidelines. Let's write down on the flipchart the rules of our group for this week.

Tips for facilitators: start proposing some basic rules that are important for you. For example, be punctual when starting the activities, then ask participants to propose other rules. You can ask one participant to write down the rules on the flipchart.

8. Buddy

Objectives: to assign everybody a partner for the whole week evaluation activities.

Time: 10

Material and preparation: 1 ticket for each participant (covering at least half of the group).

Instructions: divide the group in 2. The people of the first group write take a ticket and write their name on it, then they fold the ticket and put it in the box. Each person of the second group is going to pick one ticket from the box. Then they have to look in the room for the person corresponding to the name. This way they create pairs. The partner are now buddies for the rest of the week. The buddy is a person you reflect with at the end of the day to thing about what you learn and share your thoughts and emotions.

Tips for facilitators: after creating matching the buddies, you can propose a quick icebreaking activity to do in pairs, so they start to know each other better. For example:

- STEP 1: In front of each other, let's count until 3, each person say a number (A says 1, B says 2, A says 3, B says 1, etc...)
- STEP 2: while counting instead of 1 you say BUM!
- STEP 3: instead of 2 you CLAP YOUR HANDS
- STEP 4: instead of 3 you JUMP

AFTERNOON

9. City challenge

Objectives: to get to know each other better and to get to know the location of the training.

Time: 2-3 hours

Material and preparation: 1 paper for each team, with instruction for the challenge

Instructions: divide the group in teams of 5/6 participants. Each group will explore a specific area of the town/village/district where the training is happening. Each team has a list of challenges to complete.

Example of challenges:

- Learn the history of a monument/sculptures



- Draw the map of a park, square, etc.
- Create together a poem and act them to two people on the street

Debriefing: each group shows to the other pictures, videos and tell what they learnt about the town.

Tips for facilitators: the challenges can be adapted at the context. Give participants a place and time where you're meeting for the debriefing.

Closure of the day: Think about this day and choose 3 words to describe it. Then find your buddy and discuss with him/her why you choose these words.

Day 2 – Get to know each other and team building

MORNING

1. **Never have I ever**

Objectives: icebreaker/get to know each other.

Time: 10 min

Material and preparation: chairs in a circle

Instructions: everybody is sitting on chairs in a circle, one person is standing in the middle. The person standing says “Never have I ever...” completing with something he/she has never done in his/her life. Then all the people who has done it have to stand up and go sitting on another chair. In the meanwhile, the person in the middle go and sit on a free chair. This way, at the end, one person will be without chair. He/she will then stand in the middle and say “Never have I ever...”

Tips for facilitators: be careful that participants understand clearly the task before to start, because it can be tricky. Show an example.

2. **The clock**

Objectives: to start making friendship and get each other better within the group.

Time: 20-30

Material and preparation: 1 piece of paper and pen for each participant

Instructions:

STEP 1: on your piece of paper draw a clock (it has to show numbers).

STEP 2: Now walk around the room and every time you meet someone you take with him/her an appointment (es: are you free at 3? Yes, I am. Let's meet at 3 then!). Write the name of the person on your clock close to the time when you are going to meet. Now start to walk again and make appointments with other people. Try to get you agenda for today full! You have 10 minutes.

STEP 3: It's 1 o'clock. Go to your appointment (find the person in the room) and talk about a topic: SPORT.

STEP 4: It's 2 o'clock. The topic is: EDUCATION

STEP 5: It's 3 o'clock. The topic is: BULLYING

Etc.

Tips for facilitators: be careful while managing the time, ensuring participants have enough time to talk but not to much, so they have the chances to speak with more people. You can decide to propose 3 ore more appointments/topics.



3. Remember each other

Objectives: to get to know each other.

Time: 30 min

Material and preparation: 1 piece of paper and 1 marker for each participant

Instructions:

STEP 1: write on your piece of paper: 1) your name 2) your favorite food 3) your favorite movie 4) your favorite singer

STEP 2: walk around the room without talking, showing your piece of paper and reading the ones of the other participants

STEP 3: divide the group in 2 teams. Each participant of the team gives their paper to the trainer. The trainer will read one feature of one person of the other one team (ex: "her favorite movie is Harry Potter"). The people of the other team have to guess who the person is. If they guess they make a point. Now it's the turn of the other team. The team who makes more points wins.

Debriefing: with this game we are knowing each other better but also to live the competition. How did it make you feel?

Tips for facilitators: be careful in balancing the difficulty of the questions between the 2 teams. Start observing the group dynamics in the teams.

4. The Shitty game

Objectives: to start to know each other better.

Time: 20 min

Material and preparation: toilet paper, markers (1 per participant)

Instructions:

STEP 1: take one or more pieces of toilet paper. You can decide how much you need!

STEP 2: on each piece you took, write an adjective that can describe you.

STEP 3: make pairs, and explain to your partner why you chose those adjectives.

STEP 4: starting from your adjectives, I will interview you and you have to reply pretending to be your partner. Other participants can make you personal questions as well. Ex: what do you like to do the most? Do you have pets? Where do you like to go on holiday?

AFTERNOON

5. Groups of Body parts

Objectives: icebreaker-game to create groups

Time: 5-10 min

Material and preparation: None.

Instructions: walk around the room. I will give some instructions like: "Make groups of 3 hands?" "Make groups of 6 feet!" etc. You have to join other people to create the group of that number of bodyparts.

Tips for facilitators: for the last round use a single body part (like head or back) and say to make group of 6, and to sit down with their group. This way you made the groups for the next game.

6. Human Objects

Objectives: to work on collaboration as a team

Time: 30-40 min

Material and preparation: None.

Instructions: I will say an object. With your team you have to collaborate to create that object with your



bodies. The members of the group have to create one object all together. Each member has to participate. List of objects: bicycle, washing machine, kitchen, castle, etc.

Debriefing: How did you feel working with your group?

Tips for facilitators: after a while, you can propose some variants, like “you have to create the object without talk”, or “one member of the group has to be completed lifted from the ground”.

7. Team Challenges

Objectives: to work on collaboration as a team, with competition.

Material and preparation: None.

Instructions: divide the group in 2 teams. For each challenge won your team gets a point. Who gets more points win.

Challenges:

- 1) Lift one member of the team the highest from the ground
- 2) Make one member of the team wear the most clothes you can
- 3) Bring here most green objects you can
- 4) Create a group performance of 1 minute

Debriefing: how did you feel being part of a bigger group and with competition?

Tips for facilitators: You can adapt the challenges to your group and the space you're in. It is better to do this game in an outdoor space.

Closure of the day: take some time, with music in the background, to draw down how you felt during today's activities. Then share with your buddy your draw.

Day 3 - Understanding Bullying

MORNING

1. Energizer: 1, 2, 3,4

Objectives: ice-breaker.

Time: 10-15 min

Material and preparation: None.

Instructions: let's make a circle. One person makes a squat and say 1. Then he/she and the person next to him/her make a squat and say 2. They and the person next squat and say 3. They and the person next squat and say 4. The person next does 1 again, and so on. If someone gets wrong doing something when it is not his/her turn, he/she has to sing a piece of a song.

Tips for facilitators: when explain give a practice example, and make a round for practice.

2. A word about bullying

Objectives: to start reflecting on the topic of bullying.

Time: 30 min

Material and preparation: 1 piece of paper and marker for each participant

Instructions:

STEP 1: think about a word that represent bullying for you and write it down on your piece of paper.

STEP 2: walk in the room showing you piece of paper and find people with a word that is similar or connected



somehow to yours. Make a group with them and sit down.

STEP 3: discuss with your group why you chose those words. Choose one leader that will refer to the big group.

STEP 4: the leaders of each group tell the rest of the participants what his/her group discussed.

Debriefing: the words written were very different from each other and related to different aspects of bullying. This makes you think how complex this topic is and how many different perspectives there can be on it.

Tips for facilitators: listen carefully to the participants' ideas of bullying. If there is any particular perspective that can be discussed, it can be one of the inputs for the word café in the afternoon.

3. Energizer: the farm

Objectives: to energize the group and create teams

Time: 10 min

Material and preparation: tickets (1 per participant) with animals written on them. Numbers depending on the group size (if you want to make a group of 6 then you write 6 cows, 6 frogs, 6 dogs etc...).

Instructions: everyone pick a ticket and read the animal on it without telling the others. You have to move around the room looking for the animals of your species. You cannot talk but only make the sound of your animal. When you find them, they will be your group for the next activity.

Debriefing: this is a nice way to make teams when working with young people, to avoid that they stay always with the same mates.

4. Non formal research

Objectives: to understand and find information about bullying phenomena. To reflect on our prejudice about bullying.

Time: 1,30 h

Material and preparation: list of questions to research for each team, 1 table for each team, flipcharts and markers.

Instructions:

STEP 1: sit down with your group around the table. Look at your questions and try to reply without googling the answer, based on your ideas, and discuss with your group.

STEP 2: look for the answers on the web and write them down in a text and on a flipchart (or ppt presentation) to show to the rest of the group.

STEP 3: show the results of your research to the group.

Debriefing: did you know this information about bullying? What was for you the most interesting to learn? The answers you gave before to search were similar to the correct answers you found? What was different from your idea?

QUESTIONS:

- 1) How many types of bullying are recognized?
- 2) Is there a common definition of bullying, and what is it?
- 3) Which is the social context (school, sport, free time) where bullying happens the most?
- 4) Which is the age when bullying happens the most?
- 5) Does it happen more often among boys or girls?
- 6) Which factors influence to become a victim of bullying?
- 7) Which factors influence to become a bully?
- 8) Is bullying considered a crime in our country/countries?

Tips for facilitators: give to each group the same amount of questions and the same level of complexity. Support the groups during the research process.



AFTERNOON

5. Let's dance

Objectives: to energize the group.

Time: 5 min

Material and preparation: music

Instructions: dance together a funny group dance, following a leader to energize the group!

6. World café

Objectives: to reflect on different perspective on bullying and strategies to prevent it

Time: 2 h

Material and preparation: 5 tables, on each table a flipchart with a letter from A to E) and a topic to be discussed. tickets (1 per participants) with letter from A to E in random order. If there are more tables/topics then more letters.

Instructions: Let's choose 5 leaders/facilitators (volunteers). Each facilitator will sit the whole time at one table, facilitating the discussions. All the other participants pick up a ticket with an order of letters. For each round you have to go to the table corresponding to the letter and discuss with the others the topic of the table. When you hear a bell, you have to move to another table. The facilitators facilitate the discussion, and take notes on the flipcharts.

Topic to be discussed:

- WINNING STRATEGIES TO PREVENT BULLYING
- WHAT MAKES A BULLYING? NATURE OR EDUCATION?
- DOES BULLYING MAKE YOU STRONGER?
- DOES COMPETITION FEED BULLYING?

Debriefing: the facilitators explain the resto of the groups what was reflected at their tables by different groups. What was more interesting for you to learn?

Tips for facilitators: leave at list 20 minutes for each group at each table. Prepare an alarm (a bell or a music) as a signal that participants have to move to the next table.

Closure of the day: think about a movement that can represent your day and show it to the rest of the group.

Day 4 - Education Trough Sport against Bullying

MORNING

1. Smart Relay Race

Objectives: to work as a team in a sport game, using different skills and involving all participants.

Time: 40 min

Material and preparation: 1 flipchart and marker per team, to be done preferably in an outdoor space. Prepare on each flipchart a list of the alfabet letters from A to Z written one below the other and put the flipchart at one side of the field (the teams will start running from the opposite side).

Instructions: Divide the group in 2 teams. Each group form a line. On the opposite side of the field you will find a flipcharts with all the letters of the alphabeth, one below the other. You, as a team, have to fill the



alfabeth with words related to a topic (ex: sport, education, music...). In order to do that, you have to run as a relay race: the first one hold the marker, he/she runs to the other side, writes the word starting with A to the flipchart and then runs back, passing the marker to the second person, who starts running and write the word starting with B and so on. You can decide the words all together as a team but you have to run one by one. The team who complete the alfabet before wins.

Debriefing: how did you feel during the game? How did you work as a group? How do you think this activity can help preventing bullying? Explain that this activity allows the players to use different talents, so people with different skills can be included and feel important for the team.

Tips for facilitators: you can play more rounds, changing each the topic of the words. After this game is better to change the teams, to break eventual toxic competitive dynamics if there are any.

2. European Football league

Objectives: to work on collaboration and experiments limits.

Time: 45 min

Material and preparation: 1 football ball, 1 piece of paper for each pair, to be played in a football pitch

Instructions:

STEP 1: Let's make pairs. Hold the hand of your partner. Since now on you cannot leave each other's hand. To warm up your collaboration as a pair you have to make together a paper airplane, without holding your hand.

STEP 2 (when every pair has finished the airplane): let's throw the airplane to see which one goes further!

STEP 3: divide the group (still in pairs) in 2 teams. Now the teams have to play a football match in which players have to hold their hands the whole time.

Debriefing: How did you feel during the activity? How was to be connected to another person the whole time? How do you think this activity is related to bullying prevention?

Tips for facilitators: if you think it's necessary, you can decide partners in you group in order to facilitate the relationship.

AFTERNOON

3. Creating game labs game

Objectives: to understand deeper and put in practice the principles of education trough sport, creating new games

Time: 3 hours

Material and preparation: whatever is necessary to the participants for the games they create

Instructions:

STEP 1: briefing on the basic principles of education trough sport to prevent bullying (experimented the day before):

- Active involvement of all players
- Games allowing to use different skills and talents
- Focus on collaboration
- Focus on group dynamics

STEP 2: divide the group in 5 groups (6 participants for each group). Each group have to create a new educational game based on this principle.

Debriefing: to be done the day after

Tips for facilitators: while the teams are working, check the process and if they need any specific material

Closure of the day: Close your eyes, breathe deeply and visualize the best moments of your day. Which color do you see? Share your sensations with your buddy.



Day 5 - Game Lab

ALL DAY (MORNING AND AFTERNOON)

4. GAME LAB

Objectives: to test the games created by the groups the day before and to reflect on educational value of sport.

Time: all day.

Material and preparation: depending on participant activities

Instructions: Each team will test the game with the group.

Debriefing: in a circle, let's reflect on what works and what can be improved in each game, and in which context each game can be used. Let's also talk about the process of creating the game as a team.

Tips for facilitators: make sure that each team has different skills in it (for example 1 teacher, 1 sport coach, 1 youth worker, etc.).

Closure of the day: What was your bigger challenge today? And what are you proud of? Discuss it with your buddy.

Day 6 - Non-Formal Education against Bullying

MORNING

1. BANG

Objectives: Energizer.

Time: 15 min.

Material and preparation: None.

Instructions: With all of the participants in a circle, start by clapping your hands towards the person next to you and he/she will be asked to "take the clap and give it to the person on the other side", this will create a flow. The goal is to go as fast as possible. Then the facilitator should start adding difficulties. These can be:

- When I say "Samba" we all have to stop and dance Samba in our spot.
- When I say "Matrix" we all have to do the matrix move (like avoiding a bullet).
- When I say "Bang" we all have to change our place in the circle.
- When I say "Air balloon" we all have to come to the center and pretend we are in an air balloon.

Tips for facilitators: Sometimes, after the task, people will lose the track of the track of the flow of claps so you will have to restart it (change directions to make it more complicated). You can also mix some of the tasks, like "Matrix Bang": everyone has to change their spot in the circle while doing the matrix move.

2. Acting Bullying



Objectives: to understand the theory behind bullying and the role of the youth worker.

Time: 1.30 hour

Material and preparation: papers with instructions for each team, music if necessary.

Instructions: divide the group in small groups. Each group receive a theoretical explanation of one specific concept related to bullying (Fair play, tolerance, etc.). Each small group has around half an hour to create a theatre performance about that topic and then to present it.

Debriefing: after each performance the whole group discuss about the topic and its importance in relation to bullying.

AFTERNOON

1. Role game Bullying

Objectives: to experiment different roles and relational dynamics.

Time: 1 hour.

Material and preparation: 1 ticket with instructions for each player.

Instructions: divide the group in 5/6 groups. Each group has a mission: to create a sculpture using natural objects (wooden sticks, flowers, leaves, etc.). Before to start building each player receive a ticket with instructions of a specific behaviour he/she will have to act during the game.

Example of instructions:

- "You always ask for other people permission before to act"
- "You look for the leader's approval"
- "You are afraid to loose your leadership, you choose a victim to bully"
- "You always try to mediate conflicts"

Debriefing: how did you feel during the experience? Open a discussion about the dynamics who were acted during the game.

Tips for facilitators: let some time after the exercise and before the debriefing to cheer up and let go the heavy groups dynamics.

2. Joana's story

Objectives: to reflect on values and cultural differences.

Time: 1 hour and a half.

Material and preparation: 1 piece of paper per person with numbers from 1 to 5 (twice).

Instructions: Tell participants the following story:

Once upon a time, there was a couple who live on the two sides of the river. Their names were Joanna and Victor. They loved each other so much. Sadly, the bridge that they used to cross every day to see each other falls to the ground after a huge storm, which makes their meetings impossible. For months the only thing they can do is see each other on the sides of the river, but without any possibility of taking or touching each other. This situation is devastating. One day, Joanna finds a boat walking along the river and she approaches the sailor, whose name was Zé. She asks him if he can take her to the other side of the river to meet her boyfriend. Zé agrees, but under one condition, she will have to sleep with him before. Joanna, disgusted and offended, goes back home crying. When she arrives, she tells her mom the story and asks her for advice. Her mother only says: "I cannot help you make a decision; you have to do what you think is right". Joanna thinks about it all throughout the night and decides to accept the offer. So, the next day she sleeps with Zé, who afterwards takes her to the other side of the river. When she gets there, Joanna goes running to Victor's house with tears in her eyes. As soon as he opens the door, she starts telling him what has happened. Victor, still in shock, feels so angry and betrayed that he closes the door on her face. Joanna feels destroyed, and she then goes to Carlos' house



(Victor's best friend). She explains the situation to him, crying, and Carlos, outraged, goes to Victor's house and punches him on the face as he opens the door. THE END.

Before letting the participants talk to each other, tell them to rate from 1 to 5 the "guiltiest" characters. So, among Joanna, Victor, Zé, Carlos and the Mother, who is more and less guilty? Once this is completed, divide them in groups and give them 10 minutes to reach a consensus (they should write the same rating as a group and defend it as theirs). It is better to move the groups to different rooms so that the discussions can be held in private.

Debriefing: The debriefing starts with the presentation of each group of their consensus. Ask them to justify each of their decisions. Then guide the conversation using these questions (depending on what the answers are):

- Why is Zé the guiltiest one if he asked Joanna to do something that she agreed to do?
- Why is the mother guilty for not doing anything?
- Why is Joanna not guilty even if she cheated on her boyfriend?
- Was Carlos good for defending Joanna or a bad person for betraying his friend?
- Are their tendencies in terms of countries? (For example, usually Eastern European countries put more guilt on the mother than West and Central Europe).
- What is the situation was the same but the other way around (Victor sleeping with a woman sailor to go see Joanna)?
- What if it was not the mother but the father that Joanna went for advice?

Tips for facilitators: Try to contextualize the story in the place (country, city) where the activity is taking place. Do not make your own judgments as your role is just to guide and not to participate. Also, this story is focused on values, so people usually get very invested and have very unchangeable opinions. Take this into account and try not to fire up the discussion, but rather guide the participants to reach this conclusion: "In the 5 minutes that I was telling you this story, you were making judgements based on your personal set of values. However, as you have seen here, your own values differ from those of the other people, even to the point of reaching completely different conclusions. Think about how you constantly do this in your personal life. Making judgements cannot be avoided, but you can try to be more conscious about the rulings that you are making and how these are affecting the decisions that you, and the others around you, take." This should lead the participants to be more open-minded and more respectful towards cultural and personal differences.

Closure of the day: The training is almost getting over. What is this experience leaving to you? And what do you think you're leaving to the rest of the group?

Day 7 - Connecting the dots and final evaluation

MORNING

1. If you were...

Objectives: energizer/reflecting on the relationship between participants after the training's week.

Time: 15 min.

Material and preparation: 1 piece of paper and pen per participant. Put the chairs (one per participant) in two circles facing each other.

Instructions:

STEP 1: write the name of the person in front of you on the piece of paper. Then fold the piece of paper.

STEP 2: Write what he/she would be if he/she was a color. Then the people in the outside circle move



of one place.

STEP 3: Write what he/she would be if he/she was a town. Then the people in the outside circle move of one place.

STEP 4: Write what he/she would be if he/she was a landscape. Then the people in the outside circle move of one place.

You can move on with a cloth, a flower, etc. At the end each one has his/her paper back and can read the words.

Debriefing: leave some time to people to go and ask explanations to the other if they want to.

2. Connecting the dots: final presentation

Objectives: to put together what we discover together about bullying during the practical activities of the week.

Time: 20 min.

Material and preparation: project a presentation. See presentation attached, that can be adapted to the learning outcomes of your group.

Instructions: explanation

Debriefing: leave some space for questions.

3. My hand

Objectives: to self-reflect about the learning process of the whole week.

Time: 20 min.

Material and preparation: 1 paper and pen per participant.

Instructions: on your piece of paper draw the outline of your hand. Then write:

- On the thumb the most beautiful moment
- On the second finger the most difficult one
- On the third one something you learnt
- On the fourth something that changed in you
- On the fifth what you will do tomorrow

Debriefing: participants can share with the group their hands if they want to.

4. Past, present and future

Objectives: to self-reflect about the learning process of the whole week.

Time: 15 min.

Material and preparation: 1 piece of paper per participant, colored pencils and markers.

Instructions: fold your sheet in 3 parts and open it, it is divided in 3 parts. In the first part draw yourself in the past (before this training), in the middle part yourself in the present and in the last part yourself in the future. You can draw as you like, expressing your creativity.

Debriefing: participants can share what they drawn with the group and why.

AFTERNOON

5. Thank YOU!

Objectives: to give the chance to participants to leave each other nice messages.

Time: Variable.

Material and preparation: one envelope per participant.



Instructions: each participant write his/her name on an envelop and put it on the wall. Other people when they want to can go and leave some nice message to them. At the end of the training each one takes his/her envelop and read his/her message.

Tips for facilitators: if you want you can introduce this game the first day, so people have more time to think and write down messages.

6. Evaluation questionnaire

Objectives: to get an evaluation of the training from the participants.

Time: 15 min.

Material and preparation: an evaluation questionnaire. Create one based on the aspects that are relevant for your own report and evaluation.

Instructions: participants just fill the questionnaire (without putting their name on it).

Tips for facilitators: at the end of the training read carefully the participants' feedbacks to improve the training for next time!

7. Certificates and goodbye!

Each participant receives a certificate and the training is closed with some music, group photos, hugs and so much more!