Toolkit for youth workers

Act-no-ReacT!

The power of art in changing life stories

CHECK-íN

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GAMA INSTITUTE
Sănătate, Educaţie, Cercetare

CEIPES
CENTRO INTERNAZIONALE PER LA PROMOZIONE
DELL'EDUCAZIONE E LO SVILUPPO

EUnipartners

Material made in the project "Act-no-ReacT! The power of art in changing life stories"

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Coordinator:

Institute for Study and Research of Quantum Consciousness - Gamma Institute, Iași

Partners:

CheckIN Association - Beja, Portugal

CEIPES - Centro Internazionale per la Promozione dell'Educazione e lo Sviluppo, Palermo, Italy

ASPAYM Castilla y Leon, Valladolid, Spain

IAIRS - Institute of animation and Social Development, Lublin. Poland

Cie Essevesse - Marseille, France

Euni Partners - Blagoevgrad, Bulgaria

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Act-no-ReacT!

About the project

The aim of the project is to increase the quality of services offered by youth workers which are working with the topic of violence, discrimination and bullying in the field of formal education – schools, high-schools, universities, but also with youngsters which in the period of their studies were victims of physical, verbal or emotional abuse of the others.

Specific objectives

O1. Developing the skills of 21 youth workers in the use of non-formal education methods including arts, for organizing activities for the youngsters they work with, with the purpose of decreasing the bullying phenomena and to be aware of it's negative effect on long term.

O2. Developing a personal development program and a mini toolkit for youth workers which are counseling youngsters which were facing bullying in their studies or working area

O3. Increasing the organizational capacity of 7 youth organizations from Europe in offering good quality activities for youngsters which were suffering from bullying, discrimination and verbal, physical and emotional abuse, with the aim of empower the youngsters and motivate to be more active in constructing their
own independent life.

Coordinator

The aim of **Institute for Research and Study of Quantic Consciousness - Gamma Institute** is the promovation, development, research and initiative for activities in the field of psychology, psychotherapy and mental health, in particular through training programs, workshops, psychological services and psychological assistance, counseling, psychotherapy and trainig of specialists; also, another aim is to facilitate the cooperation between romanian specialists from the fields mentioned above and other specialists from international area.

Gamma Institute has **3 departments:**

Gamma Training - education department, that has 2 training schools - Systemic Training School (acredited by Romanian Psychologists Association) and Self Reconstruction School (personal development for adults). In both schools, each week, participants are experiencing new instruments for personal development and training and aproximative 100 people are enrolled in these training schools.

Gamma Clinic Psychology - health and intervention department. It has Gamma Kids (addressed to kids and parents) and Gamma Family Academy (psycholgical and personald evelopment services for entire family). In this department, there are available different psychological services, in individual sessions, couple, family or group sessions and workshops on interesting topics. Each year, this department has at least one free project, with activities offered to interested people.

Gamma Projects & Research is the department that develops european projects and research in the field of psychology, with the aim to promote self awareness and to promote the benefits of mental state on the individual and familial life quality. Also, throgh this department, we make mobilities and good practices exchange for psychotherapists and students from the training school in systemic psychotherapy.

GAMA INSTITUTE
Sănătate, Educaţie, Cercetare

Partners

The **Institute for Animation and Social Development** is an NGO from Lublin, Poland, which began the activity in 2012 and is acting in the field of personal development of people and groups from the local community.

We are trying to identify the challenges from the continuous change of society and to create an environment appropiate for innovative solutions. For anwering to these cgallenges, we use non-formal education methods, we are working on developing the skills and competences needed for active ivolvement of youngsters in community's life and to sustain the potential of all the people we are working with.

The main target groups are children, teenagers and youth and we work for develop on these the teamwork, motivation, expression through art and outdoor activities.

INSTITUTE OF ANIMATION AND SOCIAL DEVELOPMENT

Check-IN - Cooperation and Development is a non-profit organization founded in 2010, based in Beja, Portugal, operating with its headquarter in Lisbon.

The main objectives of our action are **to promote lifelong learning opportunities, to encourage young people to be active citizens and participants in the local community, to encourage social integration and inclusion, and to enhance education on sustainable development.**
Furthermore, we pay special attention to young people who have difficulty to access information due to their geographical location, social and economic status or personal situation. In fact, Check-In has been involved in the creation of local projects in sensitive neighborhoods and urban areas of Lisbon.

Our working methods are deeply rooted in European fundamental values, such as respect for human rights, democracy, gender equality, ecological awareness, intercultural tolerance and solidarity among people. To achieve our goals, we participate and develop a wide range of different activities and projects, at local and international level through the implementation of workshops, seminars, team-building activities, youth exchanges, training courses, information sessions, etc.

CHECK-IN

Partners

The foundation **ASPAYM Castilla y Leon** was founded in , after 12 years from the establishment of ASPAYM in the region. The main aim is to promote autonomy, equal rights and apportunities for increasing the quality of life for disadvantaged people.

The main objectives:
- to encourage the autonomy of people with phisical disabilities
- to promote the development of activities and programs for sustaining inclusion and active participation in community of people with lower opportunities

Activities and centers:
- physiotherapy center for improving mobility on people with physical disabilities
- CIDIF: reserach center in physical disabilities
- ICTIA - focused on vascular diseases and celebral accidents
- ASPAYM YOUTH - coordonating volunteers and activities for younsters with lower opportunities of disabilities
- training center
- career counseling center for people with disabilities

CEIPES–International Centre for the Promotion of Education and Development is a global and non-profit association founded in Palermo in 2007 and with antennas in other 8 European countries.

CEIPES works at local, European and international level in synergy with more than 100 organisations, bodies and institutions with the objective of improving methodologies and technologies in the field of education, developing innovative strategies and participatory tools in the work with youth and adults, in the field of education and research through local and international cooperation.

At local level CEIPES coordinates the **CEIPES Network**, which is based in Sicily and counts more than 40 members among organisations, public and private bodies. The aim of the network is to promote the cooperation among different stakeholder at local level and to facilitate the access to European opportunities, such as learning mobilities and European cooperation.

At European and international level **CEIPES** works has a strong cooperation with more than 50 NGOs, universities and public bodies. The common pursued by all the partners is to realize a positive change, to facilitate the social cohesion in the respect of human rights and the active participation of all individuals for their full personal and collective fulfillment.

Partners

Association Euni Partners is a non-government organization, based in Blagoevgrad, Bulgaria, working in the fields of education and training, social, cultural and artistic projects, sustainable development and consulting.Association Euni Partners has members with different professional backgrounds, including: academia, education and training, media and new technologies, business, NGOs, etc.

Euni Partners extensively works with people from and outside educational institutions, as well as with people from geographically distant or rural areas, and people with learning difficulties and disabilities who usually face major difficulties in taking part in qualification courses and trainings, career orientation workshops, and other initiatives.

The Association is aiming to **improve the quality of education and training in accordance with the needs of the learners**. Therefore, we offer tailor-made education and training to children, youth and adults. Euni Partners has a wide network of national and international institutions and organizations, which provides for the wide reach of the initiatives it conducts, as well as the target groups involved.

The **Essevesse Dance Company** was founded in 2013 in Marseilles, France. It is co-directed by two innovative and experienced Sicilian choreographers, Antonino Ceresia and Fabio Dolce, who are driven by the desire of merging dance to society. Through research based on studies and artistic experiences acquired in Italy, France and the UK, the two choreographers built up a company that functions as a creative platform as well as a laboratory where they **develop approaches for self-empowerment and social inclusion, using dance and its multiple forms**. Their aim is to free individuals from physical, cultural or social constraints that might impede the expression of their full potential. Essevesse works with a large and diverse audience within different contexts. The main target group is represented by young people living in difficult areas where lack of cultural and economic opportunities make their and their families' lives exposed to marginalization, criminality and other social risks.

Essevesse, through their dance workshops, facilitate the immersion of these people to a visionary world full of possibilities where movement, choreography and music help them re-build the image of themselves, nurturing the confidence they might have lost. Their audience is made up of dancers, students, disadvantaged youth, all ages and all abilities (for example, mental or physical disabilities such as hearing impairment, Alzheimers, or eating disorders).
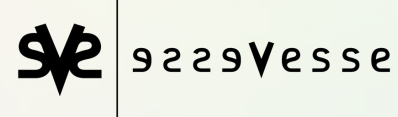
What is bullying?

Bullying is most commonly defined as a set of aggressive behaviors toward others that are characterized by three criteria:

1. Bullying is intentional aggression that may be physical, verbal, sexual, or more indirect (relational). Bullying behaviors also may be demonstrated through technology such as cell phones and computers.

2. Bullying exposes victims to repeated aggression over an extended period of time. Currently, researchers are not certain how to quantify "period of time." Specifically, it is not certain how much time it might take for bullying to impact a victim's psychological well-being.

3. Bullying occurs within an interpersonal relationship characterized by a real or perceived imbalance of power. Such power may originate from physical size or strength, or from psychological power, with children who have great peer influence exhibiting greater power in bully-victim relationships.
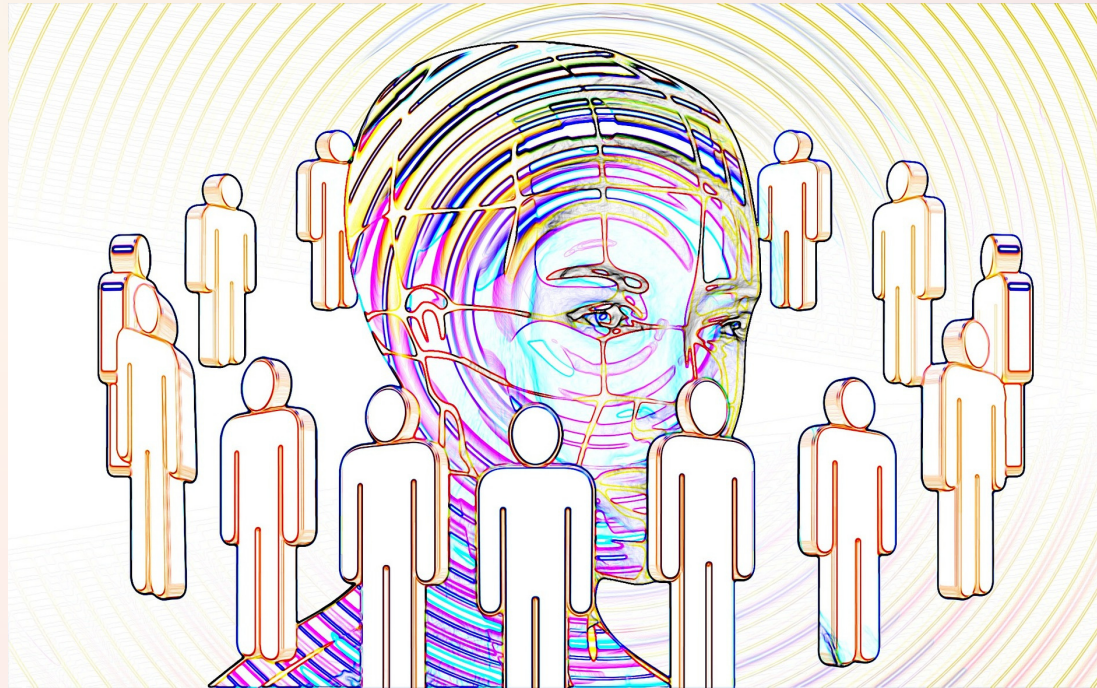
Research has identified bullying as ongoing, unsolicited, and frequently not physically injurious. Rather, physical and verbal bullying are only part of the school experience, and there are various sources of subtle bullying that inflicts psychological and emotional harm on victims. In contrast to physical bullying, relational bullying involves interpersonally manipulative behaviors including direct control ("You can't be my friend unless . . ."), rejection (spreading rumors or lies), and social exclusion (excluding a peer from play or a peer relationship).

Relational bullying has been found in children as young as 3 years, while more covert forms of relational bullying have been found in middle childhood and adolescence.

Although most bully-victim relationships involve only one type of bullying, some bullies incorporate physical, verbal, sexual, and/or relational behaviors within their relationships.

Physical, verbal, relational, and sexual bullying behaviors may occur over an extended period of time in a variety of contexts, including the classroom, hallways, playground, or traveling to and from school. Cyber bullying allows students to continue bullying beyond the school day, through the use of cell phones and computer chat rooms.

Cyber bullies (also known as "griefers") are now using the anonymity of the Web to carry out verbal and relational bullying without seeing its effects on victims or running the risk of being discovered. The issue of cyber bullying is becoming more prevalent with the widespread use of wireless devices such as cell phones and hand-held computers. Cyber bullying is occurring more frequently in affluent suburbs across the country, where computer use is high and children are technologically adept. Longterm effects of cyber bullying have not yet been identified.

The different types of bullying

Verbal bullying. This is when someone calls another person nasty names, or teases them or jokes about them in a cruel way. This can hurt someone's feelings a lot. This sort of teasing and name-calling is particularly nasty if it is about someone's family, race or religion, or about the way they look.

Physical bullying. This can involve slapping, pushing, shoving, kicking, poking, elbowing, kneeing, tripping up, punching or hitting the person being bullied with weapons or other objects. It is also physical bullying when a bully deliberately damages the bullied person's clothes or other personal property.

Threatening. Sometimes a bully will threaten the person they are being bullied – 'We will get you after school', and things like that.

Gesture bullying. Gestures are messages that we send without speaking. Some gestures can be threatening, and are used by bullies. These include shaking fists, and looks or glances that contain nasty messages.

Extortion. This means taking money or personal property from the person being bullied. Sometimes, bullies will force a person to steal things for them, or to break or vandalize property. The bully will threaten to 'tell' on the person who was forced to steal or break things.

Ignoring someone, or always leaving them out of things. If the same person is always left out of games, activities or conversations, then this is also bullying.

Trying to make others dislike someone. In this type of bullying, the bully or bullies try to make the person being bullied unpopular. This can involve spreading lies about someone, or spreading rumours or gossip. Bullies can also threaten other students, and make them leave the person being bullied out of things – 'If you talk to … , we'll get you next'. This means that other people are afraid to be seen talking to the person being bullied, and the bullied person ends up feeling even more lonely.

Writing or drawing nasty things about someone. This can involve sending round nasty notes about or drawings of the person being bullied. It can also include the writing of insulting graffiti on blackboards, or in public places.

E-bullying or Cyber-bullying. This is sending threatening or nasty e-mail or text messages, or creating a website for hate messages about someone.

THE BULLY-VICTIM-WITNESS RELATIONSHIP

Recent research in the fields of psychology and education has explored the relationship between bullies and their victims. Much has been written identifying characteristics of bully and victim, the origins of bullying and victim behaviors, and strategies for diminishing aggressive behavior in bullies and developing assertive skills among victims. However, much of this work has viewed the bully and the victim in isolation rather than as part of an interconnected, almost symbiotic relationship, whereby one would not exist without the other. Indeed, the bully-victim relationship is often composed of multiplayer interactions and is further complicated by influences such as other peers (witnesses), school personnel, and the children's families.

Bully-victim-witness relationships must be viewed within a bidirectional context. Thus, bullies impact behaviors and thoughts of victims; conversely, victims impact behaviors and thoughts of their bullies in a bidirectional fashion. For example, the bully may attack, unnecessarily push, and shove his victim for playing poorly during a football game.
Bullying behaviors seldom occur in isolation. In fact, bullying frequently involves the support of peers within the school and is not an isolated event between two individuals.

According to one study, **more than 85 percent of all bullying occurs within the context of peer group interactions.** Although studies on bullying show that most children dislike bullying behaviors, with 83 percent of youth reporting discomfort while watching these episodes, bullies usually can find allies who share a dislike for victimized peers. Victims often perceive bystanders - or witnesses - as acting in collusion with the bullies. Some researchers suggest that **87 percent of all students may be identified as part of a bullying episode as a bully, victim, or witness.**
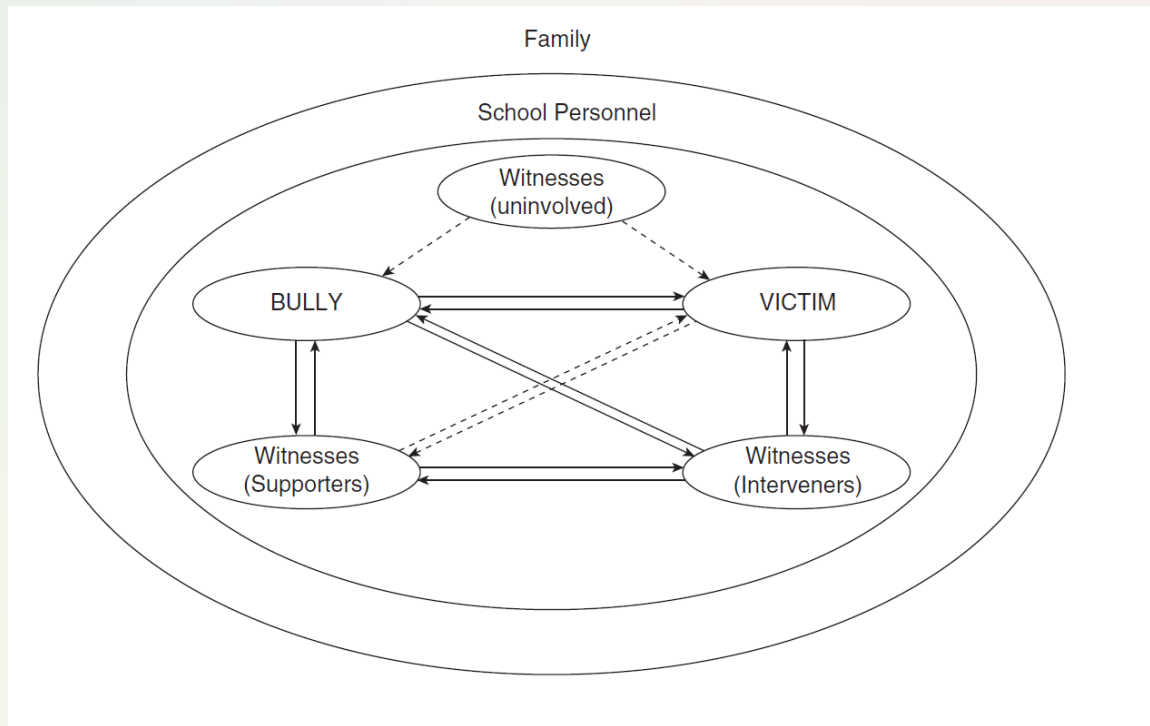
The victim, afraid and injured by the aggression, becomes more timid while playing, influencing greater physical aggression by the bully in response to the victim's poor athletic performance. This is not to suggest that victims of bullying deserve the bullying, but rather to demonstrate that bully-victim relationships depend on characteristic behaviors of both relationship partners. Compounding the situation, influences from other individuals, such as school personnel, family, and peers (witnesses), also impact the quality of the relationship between bullies and their victims.

Although this point is intuitive, remember that the context of the relationship is important before highlighting prevention and intervention strategies. Each member of the relationship plays a role in whether an interaction is positive or negative. Therefore, during a bullying episode, several individuals are involved, not just the bully and victim. Too often, prevention and intervention strategies focus only on changing the behavior of the bully.

Yet it is the bully-victim-witness relationship that must also change. **Specific support and intervention must occur for bullies, victims, and witnesses in order to reduce bullying behaviors in schools.** Developing and implementing a cookie-cutter approach to reducing bullying behaviors will not result in positive interactions among the participants in the future. **It is not effective to target intentional aggression by bullies without focusing on victim behavior as well.** Therefore, developing and implementing the prevention and intervention plan requires a conscious effort to target the context of the relationship and its multicomponents.

The consequences of bullying

Much has been written about the consequences of bullying. It is now well established that low levels of **both physical and psychological wellbeing are associated with being involved in bully/victim problems**. Longitudinal studies examining the extent to which students experience being bullied and changes in their mental and physical health strongly suggest a causal relationship. Those who are bullied most frequently at school are more likely to suffer a **decline in wellbeing**.

Children who frequently engage in bullying others also tend to have relatively low levels of wellbeing; for instance, they are more likely than most students to experience depression and suicidal thinking. It is clear that both perpetrators and victims of bullying need help; otherwise, they are likely to experience low levels of wellbeing, not only while they are at school but also later in life. In examining the nature of bullying, we must keep in mind the two basic reasons why we should seek to stop it – it is wrong and it is harmful.

Dealing with bullying

When young people are faced with bullying, they often feel helpless— as if there is nothing they can do to stop the bullying. Many victims of bullying try to give in to a bully's demands in hopes that the bully will leave them alone. But this cooperation only encourages the bully.

Yet, there are things you can do to stop bullying— even before it starts.

Four Critical Ways for Youth workers to Prevent Bullying

Model, teach, and reinforce kindness and compassion

Make kids/ youngsters part of the solution, and hold them accountable

Teach them concrete strategies they can use when they're angry and in conflict.

Never look the other way when bullying takes place
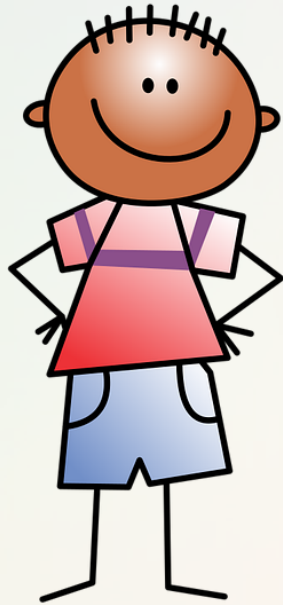
Discover the needs behind
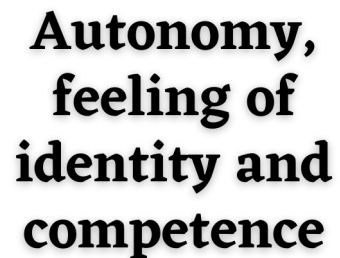
Safety, stability, support and acceptance

Freedom to express yourself

Realistic limits and self-control

Autonomy, feeling of identity and competence

Spontaneity and playfulness

LOVE
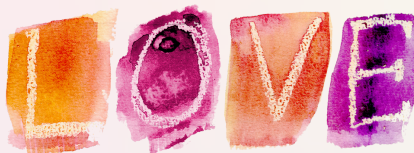
**...and How do we
STOP BULLYING?**

**3.
Have a voice**

- **Use your inner power to get out of the situation**
- **Action**

**2.
Step in**

- **Decide to do something**
- **Make the first step to change the situation**

**1.
Take a stance**

- **Put yourself in an observer position**
- **Understand what it's happening**
- **Recognize that this is a bullying scene**

STOP

Do you want to HAVE a VOICE?

You need the
YOUTH WORKER's TOOLKIT

WORKSHOP 1
COME WITH ME

Goal & objectives

Main topic: RESILIENCE
- Responsability and acceptance of the others
- Trust the other
- Take care of the other

General Activity: Go outsider in couples, 1 blindfolded and listens to the partner that whispers him the description of what he sees. Come back, switch blindfolds, sits and draws together what they heard and saw.

Detailed Activity:
- Get together a group of participants, make them feel calm and together with 1 minute of silence and relaxation, use a calm voice and sounds of the environment surrounding such as the tick-tock of a clock, or sounds of nature.
- Mix the participants with others that they do not know well, separate them into couples of 2 people.
- One of the people in the couples will be using a blindfold, we explain how they should put it on and how to guide the other with safety.
- The facilitator's group leads the participants to a new environment with safety, they walk and go outside of the building for about 10 minutes, then they return to the working room.

- When the participants arrive to the working room, music is already playing, relaxing music and we tell them to switch blindfolds and then they will have to draw on flipchart papers on the floor what they heard and saw about their small adventure.

- They start drawing and the music changes to Imagine – John Lennon, fostering an imaginative environment for them to be creative and have about 5-10 minutes to draw.

- After drawing and expressing themselves we get them all together in a circle, sitting on the floor, no one is blindfolded anymore and they share how they felt, why was this activity done and each of them shares a word describing the activity, wrapping up the debriefing of the workshop room.

Materials:
• Flipchart sheets (x6)
• Markers and pencils
• 10 blindfolds
• Speaker for music

1 hour

WORKSHOP 2
How do you feel? A Role-Play

Goal & objectives

- Feel each actor's role in the circle of bullying
- Increase self-confidence
- Self-critical analysis and observer position

EXERCISE 1

- Everyone in circle (eyes closed);
- The participants should think of something they are ashamed of sharing.
Time: 5 minutes

EXERCISE 2
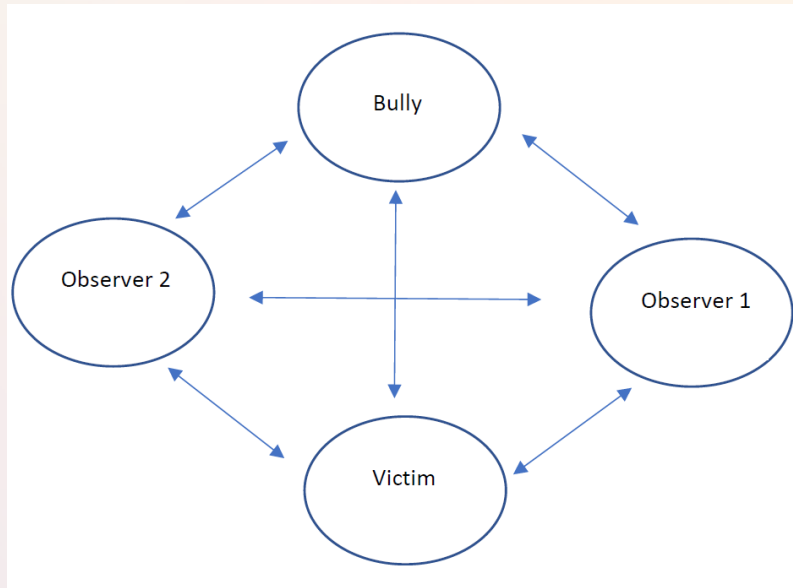
The participants are split in groups of 4;
- Each participant put in one of the 4 roles by the facilitator;
- The bully role bullying behaviour at the victim for 1 min;
- The victim looks into the eyes of the bully and slowly goes down;
The observer 1 watches the scene without physical reaction;
- The observer 2 helps the victim to get up and face the aggressor/bully;

- At the end of 1 minute all the participants close their eyes and the facilitator put them by guiding them, into their second position where everyone changes role;
- Participants open their eyes and they have 1 minute to repeat the experience in a different role;
- Everyone repeats all the above until all the participants have experienced the 4 roles.

Please note:
- While the facilitator is moving the participants around, music can be on and switched off while the 1-minute shouting;
- If some participants don't feel comfortable the facilitator should encourage, but not pushing the limit
- At the end of exercise 2 each one should close their eyes for a few minutes and think about all the emotions experienced;
- The facilitator should guide them to find a safe mental and emotional space again.

Materials:
- **Generous working space**
- **Paper sheets**
- **1 facilitator per group of 4 participants**

1 hour

DEBRIEFING IN CIRCLE
Questions:
What would you like to share?
What feelings have you experienced?
What role do you identify to the most?
If difficult, why do you think it was? (…)

WORKSHOP 3
My body is the space

Goal & objectives

Target group:
Children that feel unwanted and bullied within their family context
- They get bullied at home
- They feel lack of authonomy and competence

Objectives:
- trust themselves to have a voice
- discover their inner power and trust to the others
- Help them identify their emotions
- Help them understand that it's OK to feel every emotion - all emotions are normal
- Help them understand HOW to live with these emotions and that HOW they react matters

Introduction:
- Present the team members, volunteers and guests
- Present the aim of project
- Underline one of our purposes is to have fun (to lighten the mood)

Content:

1. Equilibrum & Trust Exercises

- Put first song on
- Indicate the instructions of getting comfortable in the space.
- Let them move and get familiar with the space in the room and with their body
- Tell the intention of finding 2 partner when music stops
- Stop the music
- Make them choose 2 partners - and connect in a closed group of 3
- Indicate the intention of keeping balance in the mini-group
- Exercise multiple positions while music plays - balance inside and then outside - convergent and then divergent
- Announce the change of the song and exploring more
- Find another set of partners when music stops
- Do the trust exercises again.
- Same process one more time
- Tell them to walk/dance again on the new music (last song)
- Lower the volume and tell them to say a keyword about their experience

Materials:
- **Generous working space**
- **Paper sheets**
- **speaker for music**
- **playlist**

30 minutes

Content:

2. Indicators of emotions

- With music in background - for second activity (replay first song until ready), tell them to find a card and color to draw the shape of their body on the paper.
- When ready, tell them to get up and put the second song.
- Let them walk in the room and instruct them to just move and listen to their body and feel their inner calmness
- After the song is done, tell them to go back to their card with another color and draw on it as they felt their emotion
- Tell them to write a keyword on the paper
- When ready, invite them to gather their drawings and put them next to each other to make them all look connected
- Gather all people and make them look at the exhibition and reflect on them
- Gather them in a circle and let them share the experience they had (the ones they feel they want to)

Conclusions:

- Underline the idea that we are all connected and that it's normal to feel emotions in a different way
- Congratulate them on their art and the way they managed to accomplish the aim

Materials:

- Generous working space
- Flipchart sheets (1 per each participant)
- coloured pensils
- speaker for music
- playlist

40 minutes

WORKSHOP 4
"School for parents"

Target group:

Parents of children from 3 to 5 years-old

Objectives:

- To know the main emotions
- To understand the background of the different behaviors.
- To develop communication skills

As parents, we know the importance of understand the main feelings of their children. And normally, these feelings can be discovered by seeing their behavior in each moment. Because of that, during the two activities of this workshop, we are going to think about our own feelings and then, we will be prepared to use the empathy for trying to discover the emotional background of the children's behavior.

EXERCISE 1. The M&M's game

The participants will take one candy (it doesn't matter the brand; the only important part is that it should be different colors inside the box). Each color corresponds with one feeling, in the following order:

- For every tell us one poor choice you made when you are angry.
- For every say one thing that makes you angry.
- For every show us how to breathe when you are angry.
- For every tell us one calm down activity.
- For every tell us one thing that makes you happy.
- For every say one good choice you made when you are angry.

With these instructions, each participant had to say the corresponding task for the candy (and then, they can eat it!).

EXERCISE 2. Put in children's shoes

After knowing the main emotions related to the behaviors, the parents are ready to put themselves in the shoes of their children. Why they act like they do? What feelings can be related to their actions?
To understand those questions, 10 parents were chosen.
Then, we shared the following posters between them:
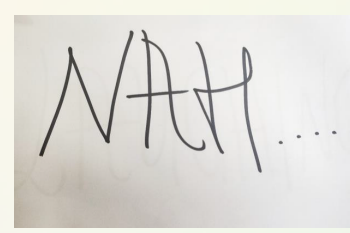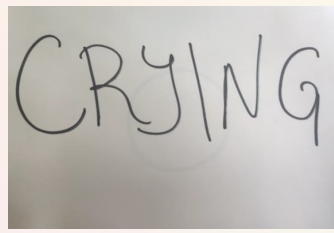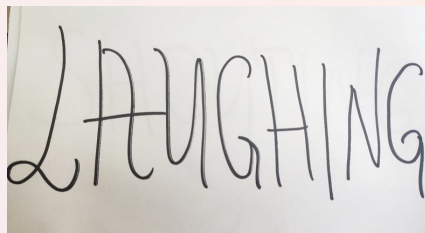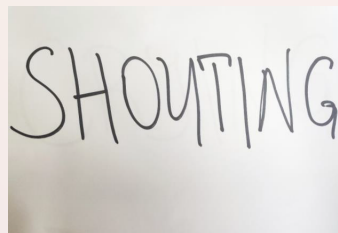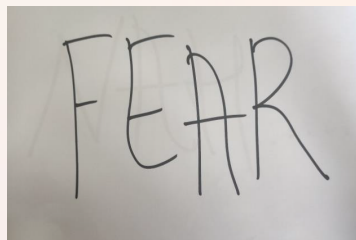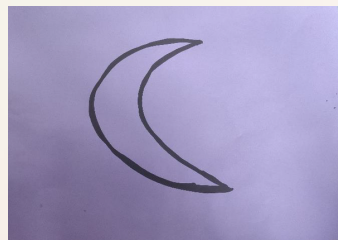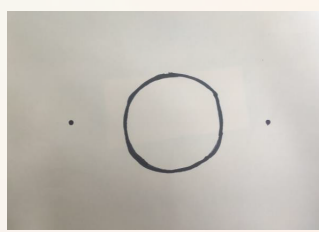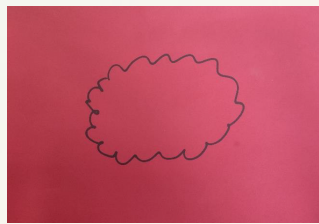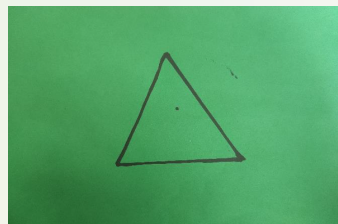
Each member took one poster and without speaking, they had to choose one partner that have something in common with. The aim of that was to think what action or behavior could be related with each color. But the color papers had some shapes too, so they could link both posters according to this topic.

Before a time of reflexion, they could share with the others their choices and they could change their opinions in case that after the other's options, they wanted to change.

The main point of this activity was to think what behaviors or actions came to their minds, according to their children's way of express.

Related to that, the last part of this activity and also of the workshop, was dedicated to think about each child is different from the others and obviously, each expression is going to be different too. And this is the main point where the parents have to put attention at, because if they know the reason of their behaviors (the main emotion behind that) they can manage their actions and can teach them how to manage with themselves.

And why it could be important to prevent bullying? The reason is that if, as a parents, we teach our children to control their behavior (not their feelings, because there aren't controllable, but the related actions are), in the future, they can be able to express correctly their feelings, without the need of control the others (as bullies) and to express a properly resilience (as possible victims).

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