Forum MNE

Save the Children
Norway

Adolescents' Peer Leader Manual for Life Skills Development

OAK FOUNDATION

NORWEGIAN MINISTRY OF FOREIGN AFFAIRS

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The quotes in this publication are real and come from children, adolescents, professionals, staff etc who participated in the Regional Child Trafficking Response Program (CTRP).

Adolescents' Peer Leader Manual for Life Skills Development

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Introduction

Adolescent's Peer Leader Manual for Life Skills Development is a result of the project "Youth Resilience" of NGO Forum MNE, which has been implemented in Montenegro from 2009 until 2011. Mentioned project is a part of the regional Child Trafficking Response Programme conducted by Save the Children. Within these three years, apart from Montenegro, the Programme, had been realized in the following countries: Bulgaria, Romania, Albania, Serbia, Bosnia-Herzegovina and Kosovo. The Programme aimed to reduce risk factors that contribute to trafficking and exploitation of children in these countries, to increase children's resilience to risks and develop mechanisms for their active participation in the communities where they live.

Since mentioned objectives were in the same time the objectives of the project "Youth Resilience", young people from Konik and Bijela have been, through trainings for youth leaders, strengthened as peer educators, leaders among their peers, who will further contribute to strengthen capacities of other youth in their communities and thereby reduce risky behavior of youth.

Manual that is in front of you is a result of the joint efforts of youth activists from Konik and Bijela, and youth workers who have monitored the achievements and progress of young people during the implementation of project activities and have been offering their support. The Manual is a guide for peer educators, and it incorporates methods and techniques of non-formal education, as well as practical examples of workshops on different topics. The aim of this Manual is to support peer educators, young people from 14-18 years, to implement life skills issue-based workshops with peers in their communities. According to World Health Organization life skills present "the ability to adopt positive behaviors that enable people to successfully cope with the demands and challenges that they face with every single day". This Manual will enable that through delivering workshops on selected topics, young people develop the following life skills that could help them in everyday life: communication skills, active listening, assertiveness, presentation skills, organizational skills, planning skills, advocacy skills, resource management skills, critical-analytical thinking, conflict solving skills, managing emotions and stress, developing empathy, self-informed decision making, facilitation skills, etc.

During the project "Youth Resilience", trainings for youth leaders had been successfully completed by 13 young people from Bijela and Konik communities, who thus became peer educators. In that way conditions that these young people can continue to transfer knowledge to their peers are created. Topics covered in the Manual are based on the needs of young people in Konik and Bijela communities, but their universality contribute to the Manual's applicability in other communities/areas when working with children/youth is in question.

I use this opportunity to thank to young people who had been involved in creating the workshops, as well as to all those who participated in project activities.

Hoping that the Manual in front of you will contribute to the initiatives and activism of young people and will enhance peer education among youth,

Sincerely,

Sandra Smolovic

"Youth Resilience" project coordinator, Forum MNE

Goal, Tasks and Expected Results

The main objective of the Adolescent's Peer Leader Manual for Life Skills Development is to enable young people to develop life skills to protect themselves in potentially risky situations and to contribute to the empowerment of young people on their peer educators' development path.

Numerous studies emphasizes the importance and value of peer education, and based on the experience that the Forum MNE gained through the project "Youth Resilience" we saw peer education multiple significance. Peer education, especially when it comes to prevention and reduce of a risky behavior, has been recognized as a key methodology for changing attitudes and behavior among young people. In some situations young people can be a better support to their peers than the adults, especially in the period of adolescence, when young people seek support and acceptance among their peers. Their generational closeness, similar world view, similar field of interest, mutual understanding and so on, are just some of the factors that contribute to development of mutual intimacy and trust among peers, which is supportive when it comes to creating the atmosphere for peer education. According to the feedback we received from the youth peer training enabled them to feel useful, to gain knowledge and skills that are important for life, to develop self-esteem and positive self-image.

Based on experience gained during the realization of the project, in accordance with the results achieved in the field of peer education we believe this Manual will contribute in fulfilling the following tasks:

- Development of critical - analytical thinking among youth;
- Potential and creativity development of young people;
- Strengthening the capacity of young people;
- Overcoming negative emotions and dealing with conflict situations;
- Increase active citizenship and creating a proactive behavior;
- Establishing partnerships and creating space for joint decision making on issues relevant to young people.

The main task that is before any young peer educator is to provide harmony and balance between individuals, group, topic that deals with the environment in which learning takes place, bearing in mind that this balance is dynamic. During the workshop there is ongoing movement of changes from individual needs toward group needs and topics, back to individuals and so on. Being in constant contact with the group, learning processes and having personal experience, and, in the same time, having a rational distance is crucial for young peer educators. Once mastered skills encourage children/youth to use them permanently and in such a way they motivate other young people to join them in promoting and fostering better relations. Bearing all this in mind we expect this Manual will contribute achieving the following results:

- Increased level of youth knowledge on selected topics, and awareness of the importance of active participation of youth in society;
- Improved life skills of young people in order to protect themselves from violence, exploitation and abuse.

Workshops as a Model of Work

The workshop, probably the most used term in the non-formal education, includes a plan guided activity that takes place in the form of a group interaction. Workshops allow acquisition of new experiences through group work, and that's why we say that it is experiential learning, a process. This process involves knowledge and skills of workshop leader that will help workshop participants to come to conclusions through analysis of activities. This process is not only one way - from the head of the workshop to participants, but also from participants to the leader of the workshop, and also among the participants. That's why we say that everyone learn in the workshop!

It often happens that after the workshop we somehow better understand ourselves, our feelings and behavior and have more confidence in our skills. The aim of the workshop is that more people arouse its resources and improve its psychological growth and development, which is one of the most important factors for improving quality of life.

In the same time, workshops are great possibility to initiate discussion about some not-so-pleasant topics, so called taboo topics; to provoke a reaction, but also a solution to a problem, to encourage youth activism.

Working at the workshop encourages and develops the culture of relationships and communication, culture of participation (teamwork) and the culture of empowerment (trust and a sense of social responsibility). Participants of the workshop are equally involved, independently draw conclusions, build on personal knowledge, focus on the process and activate all mental and physical functions of the person. As such, the workshop is the most effective method of social learning.

If we want from the workshop to be successful one and that participants could gain a new knowledge in it, it must be qualitative. That is why the quality of workshop leaders and peer educators is important, also a good setting, equipment and communication skills. To be qualitative, workshop leaders and peer educators should consider using various methods during the workshop, such as acting and other creative scenarios, not only to entertain participants, but to represent the taboo themes in a less stressful way. With involvement of participants, not only will you encourage them to participate and "digest" the topics to be discussed; you will also develop your own skills. Evaluation before, during or after the workshop will show whether the participants have learned something, but you will also as workshop leader know if the job is done well, whether you clarified key issues and whether you might have missed something.

Pleasant environment, confidence and competence of the workshop leaders/educators to speak on a particular topic will encourage participants to start a discussion.

If educators can connect with the participants, than the participants will be open to receive the message and change their attitude or behavior, they will observe the educators as a reliable source of information and they will believe in received information.

Moreover, such exercises/workshops improve workshop leader's capacity building (such as communications, self-discipline, self-esteem, relevant knowledge, etc.). They must pass training to obtain different skills of communications, active listening, conflict resolution, decision making, workshops leadership, negotiations and organizational skills.[1]

1 *"Human trafficking-manual for peer education", ASTRA*

The workshop requires some preparation which includes:

- **Good knowledge of facilitation skills**. About these skills you will find more in a special section on Facilitation skills.
- **Clear formulation of instructions**. In order to understand how to do an exercise or an activity, it is essential that the instructions you give to children or young people you work with, are brief and clear. This will save time. Instead of repeating several times and further explain instructions, say only once- clear! Furthermore, if someone has more questions, you should answer them.
- **Conversation skills /reflections on experienced**. It is essential that your conversation at the workshop does not go into a "dead end". That will not happen if it is structured, or if you hold on to the topic.
- **The art of giving and receiving feedback**. Feedback (English word) is a great thing because it provides information which can change behavior toward positive change. Of course, it is very important that proper feedback is properly given and received. More on this in the Dictionary of used terms, of this manual.
- **Work in group and knowledge/use of various forms of group structures**. During the workshop it is applied individual work, work in pairs, small group work, and work on the level of a whole group. Good workshop leaders, through knowledge of the benefits of various forms of group's structure, know how to choose methods that will best suit to audience at the seminar : discussion and plenary discussion, agreement, presentation, explanation, brainstorming, discussion, visualization, work with post its, work on the text ...

In this guide you will find examples of workshops on various topics, but with different workshop techniques by which these themes were handled. Because young people, peer educators were involved in writing ite, it varies in styles of leading the workshops, but in then same time in working experiences with diverse groups of children and young people. Therefore, we invite you to read this Manual, find your own "style", and have the courage for change and learning.

"Tell me, I will forget. Show me, I will remember. Include me, I will learn."

Non-Formal Education Methodology:

Work techniques

Non-formal education means organized interactive learning processes aimed at training people for work, for various social activities and for self development.

Quality learning in non-formal education is possible when there is:

- clearly defined working framework;
- program adapted to the target group;
- clearly defined objectives;
- flexibility of the program;
- voluntary participation, regardless of age, experience, previous education;
- trained, competent coach (trainer, facilitator);
- interactive, horizontal relationship between the coach and all the participants;
- exchange of experiences and skills, and learning by doing, so that learners become its own center of learning and experience learning as a part of themselves rather than imposed from outside.

Specifics of a target group will cause selection of different techniques, so that the learning process can be of better quality and the participants in this process as active as possible.

Some of the most frequently used techniques of non-formal education are:

GAME

One of the best forms of indirect learning is game, since it is closely related to fun. Of course, the game should be adapted to age of participants and should not be goal by itself. It is important to learn trough the game and use it the right way. Workshop leaders will need to be familiar with a lot of games in all categories, games to encourage cohesion, strengthen group cohesion, projective games, to strengthen the confidence of individuals, the game to raise energy levels and so on.

GROUP DISCUSSION

This method is preferred to be applied after each major activity in order to check the reflection of the group and individuals within it. For group discussions to be effective and producing good results, it is necessary to create such a group atmosphere that everyone can freely express their own opinion on any issue; that everyone could hear the opinions of others; you are free to confront differences of opinions, lead constructive debate. Group discussion begins with the workshop leader, but this may not be the rule. Leader should be flexible and allow discussion that group stresses. There are various ways of keeping the group discussions, for example, we divide group into several smaller groups that discuss specific issues, problems, and reporters for each group transmit impressions of subgroups and then make conclusions and suggest the best solutions into a larger group.

CREATIVE TECHNIQUES

In work we often use creative techniques which not only intended to develop the artistic potential of the participants. With creative techniques we don't evaluate work quality of the participants but note their symbolic meaning. They can be very important medium through which participants more easily express their views and feelings. The most commonly used creative techniques are carried out through *art activities* (drawing, sculpting, molding, paper collage, clippings ...), *musical activities* (making up lyrics, choreography, commenting on musical genres ...), and *performing activities* (acting, puppetry ...). Performing activities are great in work on topics such as relationships with others, relations between the sexes, various situations in schools and all situations in which behavior is expressed, emotions are expressed, attitudes. Often used performing activities are role-play activities and aquarium.

When it comes to playing an aquarium, it is good to choose a theme. Following discussions of this game are extremely useful and leader should guide them well and structured. Usually, the group is divided to a subgroup that follows detailed instructions of a leader on what should they pay attention to and what to watch. The second part of the group usually receives papers on which there are playing roles and they are left with a little time to get into the role, to prepare and develop how enact a given role. From those preparations of the actors largely depends the course of the story that follows. Observers are located around the second subgroup, which is why this game got this name. Role play is similar to that but different in a sense that the whole group can act. It is good for development of a team spirit and communications but also for other themes, of course, if it is well and structurally leaded. It must be known that techniques are not a goal by themselves but a way to achieve the goal.

SIMULATION

Sometimes the participants cannot get knowledge by themselves, but they should be provided. Simulation can be used for this as a technique where leader or a qualified person we hired, shows and demonstrates knowledge and skills. For example in first aid the procedures are exactly known to support individuals who have experienced an accident, heart attack, epileptic seizures and so on, improvisation is not allowed, and the basics should be transferred from a professional person.

BRAINSTORMING

One of the work techniques is also brainstorming. Some concept is given to the participants and they should arise as many associations as they can that are related to given concept. Very often this activity "wakes up" also group members who are less active. It should be noted that there can't be false associations; each association can be a step towards solving the problem. With this method the imagination is developed and allows participants to look at the problem or subject from a different point of view, breaking the single-mindedness and proving that the problem can be solved in different ways.

Technique similar to this is a technique called "**wall newspapers**". It is performed by leader who writes the term that he is trying to define on a flip chart. For example, *free time*. Participants think of their own definitions by saying an entire sentence, rather than just one word that reminds them to mentioned term (as in the *brainstorming*). For example, "Free time is when we don't go to school." or "On our free time we do the sport" ... leader writes complete sentences.

ENERGIZERS

They are popular in team activities. They are the easiest to break "tension" that exists in the beginning of each group; participants can relax, have fun and raise energy levels. However, this party is not the primary goal of these activities and it isn't needed to exaggerate in them. For example, if we were entrusted from a person in the group, who told us the story of a difficult life, after which the whole group paused, fell silent, decreased energy levels, they will not bestir with energizer who make it all started because we thus show to that person that we do not care about him and his feelings, that we only want to be happy and to smile. In these cases we shouldn't be using energizers but maybe let the group to deal with the problem and support that group member in some other way, providing tenderness and care. We should take care that some energizers require physical contact between the participants, touching, "enter the personal space", which can sometimes cause a counter, because in the group we can always find individuals who don't like others to be too close. So it is necessary to be very selective in choosing energizers, especially in the beginning of forming a group when the members are still not well known.

Peer Education Method

Peer education is a method of education that allows people who have something in common - age, social group affiliation, gender, profession or role, to teach each other. It is a process whereby a trained and motivated people are organizing various activities with their peers, helping them to acquire basic knowledge and skills, and to adopt positive values and attitudes.

- ***Peer education is organized by educated and trained young people.*** Peer educator is an adolescent who has role of educator /workshop leader. This is a person who is trained to conduct further training, which has created their own training program, plan workshops, organized every step to gather a group of young people for training on a particular topic.
- **Topics to be covered through peer education works closely with other young people.** The only criteria according to which topics for peer education are selected is that this is a topic that is interesting to young people. Selected topics are result of choices of young to young people and depend on the interests, beliefs, desires and behavior also, depends on the insight that young people have within their generation, culture, education, class and all those places where young people gather, and all of those issues where there is a desire for intervention.
- **Places where peer education can be carried out are numerous**. Their choice depends on the capabilities (those sites that are accessible and familiar to young people) and the necessary conditions (to be safe). It may be in the school and school surroundings, youth clubs, organizations, homes for students, at the streets ...
- **Workshop as a safe environment where young people try themselves in a different roles**. This is an opportunity for participants to engage in an active way, to take advantage of existing experience and to enrich new, shared experience. Through the interaction between participants and trainers an atmosphere of trust is being built among participants, and it often leads to a rich exchange of information, emotions, experiences, attitudes and values. This type of learning can and should be fun but also an open and safe environment for experimentation, research, exchange and learning.

The role of workshop leader is to provide knowledge and skills that create a pleasant atmosphere for teaching, learning, testing learned and planning of further actions of their peers. A good peer educator knows the importance of the following abilities for:

- ***organization and management of workshops,***
- ***motivating and maintaining the energy in the group it works with***
- ***monitoring processes and quality of work on a problem,***
- ***communication and resolution of deadlock,***
- ***resolving conflicts,***
- ***motivating the team for further action.***

During all workshop, the leader is active: Actively listens to participants, it is completely focused and open to hear the contents which are exposed or presented by the participants, planning steps for the further work, spreading a positive atmosphere of optimism, good

humor, using humor, supports the participants, providing feedback information to participants, which contributes to further development and positive change.

The most important role of a peer educator is that it is a model according to which their peers are learning.

ADVANTAGES OF PEER EDUCATION:

The benefits at a personal level	***Benefit to the surroundings***
Benefits for themselves, surroundings and community	Less need for adult help for young people
because it's easier for young people to come up with their peers and work with them	Mladima je lakše da traže informaciju od vršnjaka
Productivity, as young express their opinions, take action, exercise their rights, but take responsibility	It is easier for young people to seek information from peers
Improves the understanding of issues and problems of youth and adequately respond to them.	Lower training costs
Knowledge and skills of peer educators are expanded	The environment has more time for other things
Innovation in work compared to traditional forms of learning where peer education can be a supplement to regular school activities and lectures	Social cohesion - the young connected together and have the opportunity trough contact with other individuals and institutions to wire up services and institutions in their community (schools, teachers, parents, NGOs, health and social services, youth organizations, etc.)
Satisfaction in relationships with peers	Builds mutual confidence through learning from each other and create a community wide approach to address youth issues
Learning about topics not covered by the curriculum	
Satisfaction with life	

Facilitation Skills for Peer Educators (Practical Advices)

Leading workshop is a skill that is learned by doing. As the number of workshops is higher, the experience is larger, but the confidence of a leader as well. Throughout the work, the leader will meet different groups, familiarize with their reactions to different behaviors of the participants, will be able to change his reactions and procedures that he/she will find sometimes inadequate to do.

Here are a few handy tips that will be useful when you lead workshops:

1. Active listening
- Do not talk too much, give opportunity to others;
- Learn to be silent - it can be a valuable time for reflection;
- Avoid distracting movements - do not answer on phone ringing ;
- Good listening helps visualization (draw what they are talking);
- Maintain eye contact with participants of the workshop that have something to present;
- Finally, Summarize[2]

2. Nonverbal communication
- Body language
- A speaker who feels safe is standing or moving in a calm manner;
- Satisfaction in cooperation with a group is usually accompanied by body language that is recognized as a harmonic;
- A smile is something that is still OK.

3. Use of equipment/materials
- Techniques and materials that can be applied to monitor the group's needs, interests and abilities of participants;
- The material is supposed to help the moderation rather than be its content;
- Material should be posted where everyone can see it.

4. Conducting group
- When working with a group do not sit. Try to move as often as possible;
- Look to the participants when they speak. Do not write on the blackboard or tick paper while talking.

5. Time management in a workshop
- Never talk about the weather because then participants begin to think about time, not the content they are presented and solve the task;
- Begin and end on time;
- Do not make a great introduction.

2 *See Glossary of terms used and the terms with which you can meet through peer education, page 84*

Topics that can be processed through peer education:

- Teamwork
- Children's Rights
- Violence-Prevention and the Definition of the Term
- Prevention of Child Trafficking
- Prevention of Substance Abuse
- Conflict Resolution
- Multiculturalism
- Free time

Teamwork

Prepared by Al- Hammbra Kasic

Teamwork has always existed but only in the modern world it becomes present reality and something one cannot imagine any work without - team work is becoming precondition for success. When more people join in order to achieve the same task we say that they work as a team. Just making the team does not guarantee success. Team members must have a good and professional relationship. It doesn't mean that if we are in a team where we are familiar with people, and maybe we are even friends with them that we will work well together. Sometimes friendship can be an obstacle, because in behalf of someone we may take on ourselves too much work, and we suffer, tolerate someone's negligence, which will certainly lead to non-professionalism. Therefore, it is very important that in the beginning of work, in each team we agree on precise individual and joint tasks, terms, way of work, communication among team members, using terminology, because it is important that under the same terms we mean the same things, etc.

In order for teamwork to be successful:

- *Communication* between members must be open, clear, flowing freely in all directions and in accordance with the principles of effective understanding.
- *Diversity* of each member must be respected. Any person accessing the team brings in its own attitudes, values, work styles, previous experience, knowledge which is different from the others. Therefore, we must respect and accept others, and expect the same from them, if we want to have a successful team.
- *Openness* to changes and innovation. If we are used to work in one way and another team member suggests doing otherwise, it is necessary to listen to others' opinions, be open to change, to examine all suggestions together and agree on the mode.
- It is necessary to ensure a balance between the tasks. Each member should have work obligations as much as it undertakes to complete. From the time when individuals in the team realistically estimate their options until the work finalization, they very often, from a great desire to work, to prove themselves, take over too many obligations which they cannot complete. On the other side, there are individuals who will take on only parts that they have to do.

Positive practice shows that it is good that each team makes a contract which will be obligation. In this way we avoid many future problems related to the division of tasks and responsibilities, lines of communication, time, labor, etc... An example of such agreement can be found at the end of this manual, in the Appendices (Appendix 1).

This is just one variation of the contract and it is only representing partnership work base. Such contracts are not final, but may be revised and amended as needed. It would be good to keep the contract in a plain sight.

However, sometimes teamwork is not effective. The most common reasons for failure are:

- conflict of system values (disregarding the cultural, religious and individual differences, differences in education ...)
- poor quality of interaction (disrespect of team members, over-competitive atmosphere, competition and disrespect, lack of feedback[3] , lack of acknowledgment, non resolution of conflicts ...)
- solving problems is inadequate (lack of ideas, poor information flow, lack of agreement on cooperation, poor definition of objectives ...)
- the behavior of some team members (intolerance, authoritarianism, isolation ...)

Each of these items could be found in the Agreement on team work, and we would thus avoid the failure.

The keyword in teamwork is cooperation. Most importantly, team members work together, to be partners who help each other, understand and support.

"Meeting someone is a beginning. Staying with someone is a progress. Working together is a success! "

3 *See Glossary of used terms and the terms with which you can meet through peer education, page 82*

Workshop models

Workshop: Teamwork
Target group: Young people age 12 to 15 years
Necessary materials: flip chart, paper and pens for each participant
Number of workshops: 2
Duration of workshop: 90 minutes per workshop
The problem we want to solve with the workshop: The lack of teamwork among the youth
The aim of the workshop: Creating a team spirit and improving teamwork in a group, creating group cohesion, raising the level of teamwork in the group, raising the level of knowledge about teamwork in a group, building trust among the members of the group, identifying the needs of individuals and the needs of the group, raising awareness of respect for self and others, developing the skills needed for teamwork.

PLAN OF THE FIRST WORKSHOP

- **Activity: Introduction to workshop - check in**

Present in short what we will do today. All are sitting in a circle and peer educators are talking with the group.

The time required for the activity implementation: 5 minutes

- **Activity: Introducing**

Introducing members of the group and introducing them to each other. Group along with peer educators are sitting in a circle and one by one are saying their name and something about themselves (example "I am Ana, 14 years old and I'm practicing swimming ", or "I'm Denis and I love watching movies ").

The time required for the activity implementation: 10 minutes

- **Creative Activity: "Safe surface for the egg"**

Divide workshop participants into three teams. Each team we will give: a pair of nylon stockings, scissors, 3 sheets of flip chart, masking tape, 5 sheets of colored paper and an egg (uncooked). The task is the same for each team: "From the obtained material to make a safe surface for the egg". Explain to participants that egg will be dropped from a height of 1m on the basis they make. The goal is to keep the egg whole, unbroken.

The time required for the activity implementation: 20 minutes

RECOMMENDATION:
Prepare more eggs, just in case ;-)

- **Activity: Discussion of teamwork**

Determine what the impressions of youth after the activity are. All are sitting in a circle and peer educators are asking questions, trying to make them related to the topics covered and at the same time to include as many participants possible in the conversation. Questions to ask: How did you collaborate in your teams? How did you communicate? Did all have the opportunity to express themselves enough? Here it is essential non-verbal communication among educators, in order not to go into the word to each other.

The time required for the activity implementation: 15 minutes

- **Activity: Summing - Teamwork**

Introduce the concept of teamwork to the group. Peer educators talk about teamwork – what is teamwork? Why is it important for groups and individuals in the group? How does the teamwork forms? Through examples from everyday life, or within the workshop, approaching the concept of teamwork and including the group in the story. Flip charts can be served where definitions are written. Of course, the flip chart must be prepared before the workshop.

The time required for the activity implementation: 20 minutes
Necessary materials: flip chart, markers

- **Activity: Evaluation**

The group sits in a circle. A blank flip chart sheet is in the centre of the circle on which the group will share their impressions from the workshop.

The time required for the activity implementation: 10 minutes
Necessary materials: flip chart, markers, pencils

Training for youth activists Children's Home "Mladost", Bijela -activity: "Safe surface for the egg"

- **Activity: Rhythm of the winner**

This is activity that encourages team spirit and sense of community. All stand in a circle (both players and leaders). Leader shows a movement: first the right foot strikes the floor, then left. And then follows applause. The group is repeating movements until the consistent rhythm of the winner is achieved. This is achieved by doing all together and at the same time performed all three movements.

The time required for the activity implementation: 5 minutes

- **Activity: Check – out workshops**

Check out for the workshop. Peer educator announces to the group that it is an end of the workshop. Another peer educator compliment the group , thank them for their participation and asks the participants if they would share impression about today's workshop in front of the whole group.

The time required for the activity implementation: 5 minutes

RECOMMENDATION

Workshop leaders are some kind of a team; therefore it is more successful workshop if leaded by two educators. After workshop they can provide feedback to each other. Working in a team we learn a lot through our own experience, but also through experience of other team members.

PLAN OF THE SECOND WORKSHOP

- **Activity: Introduction to workshop – check in**

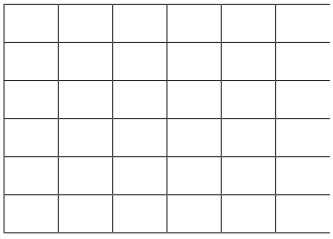
Present in a short what we will do today. All are sitting in a circle and peer educators are checking the group what the kind of energy they are bringing into the workshop and how do they feel.

The time required for the activity implementation: 5 minutes

- **Activity: Swamp**

Creating team spirit - Space on the floor is needed to make the field of adhesive crepe tape. The field is in the form of large square and divided into smaller squares so that each square is one field, and the entire field carry the name swamp and reminds of a chess board (see picture). Peer educators leading workshops will make that field (swamp) for example during breaks or before the workshop, and on a sheet of paper they will make a scheme circling around boxes in one color of one team and another color of another team (see picture). The task of each team is to find the time within such a short time and work with team (arranging it). One by one member of the team will go field by field, and when one steps on the wrong field, the entire team will return back to the beginning where a person starts which is next in line.

SWAMP



Scheme on educator's papers

A1	A2	A3	A4	A5	A6
B1	B2	B3	B4	B5	B6
C1	C2	C3	C4	C5	C6
D1	D2	D3	D4	D5	D6
E1	E2	E3	E4	E5	E6
F1	F2	F3	F4	F5	F6

The time required for the activity implementation: 30 minutes
Required Material: Crepe tape, scissors, paper and pen

- **Activity: Discussion of the game**

Finding out how did the game reflect on the group? - All are sitting in a circle and talking about the game, are we thinking was it successful. If the answer is "yes" - why we think so, if "no" - also explain the answer. What impression did the game make on them and why? How did they work in their own team? What are the "strategies" used? How satisfied were they with the communication that took place among them?

The time required for the activity implementation: 15 minutes

- **Activity: Working in pairs: "Drawing battle"**

Participants will be divided into two groups. The first group comes out with one of the leaders that gives them the instructions: "When you return to the room your job will be to draw a sunny day on the mountain". The other group remains in the room to work. Another leader gives them instructions: "You'll need to draw a sunny day at sea on the paper that is given to you". Then selected pairs sit together. Leaders give them a paper and a pencil. Before starting they supplement the instructions: "A paper and a pencil were given to each couple, as well as instructions for every individual what to draw. Your task is to draw together by jointly hold a pencil in silence. It is very important not to communicate during the activity".

The time required for the activity implementation: 10 minutes
Required materials: Pencils (one for each pair) and paper (one for each par)

- **Activity: Discussion of the game**

Finding out how did the game reflect on the group? How satisfied are they with drawings? What were their obstacles? Discuss the communication role in team.

The time required for the activity implementation: 15 minutes

- **Activity: Positive Messages**

Paste a blank paper on everyone's back on which the rest of group writes a message. Participants are walking through the room and write each other message.

The time required for the activity implementation: 10 minutes
Required Material: Crepe tape, paper and markers

RECOMMENDATION
Note to participants that it is very important to write messages which are personal and supportive.

- **Activity: Evaluation and Check-out of the workshop**

Each participant writes one word on the paper to describe how did the workshop reflect him? Paper goes in circle.
When this is complete, leaders thank the participants for the participation.

The time required for the activity implementation: 5 minutes
Necessary materials: Paper and markers

Children's Rights

Prepared by Snezana Jovanovic

Children's rights are now more than a moral category because they are recognized in international and the most part, in the national laws. The rights are recognized in many international documents but the most significant is the Convention on the Rights of the Child 1989th year. In the states, children's rights are protected by laws and other legal acts and realized in a families, schools, government offices, workplaces, streets and other places and circumstances. No one gives us the rights, we have them simply because we exist, but it is very important that children's rights are recognized in particular laws and other legal documents in order to have adequate protection in case someone violates those rights.

Therefore, the United Nations took over this problem from the beginning. One year after the founding of the World Organization the United Nations General Assembly, on December 11th 1946, has created the organization to help children - UNICEF.

Due to the mass diminishing value of life chances and children's rights violations, there was "Charter on the Rights of the Child" brought on November 20th 1959, as the first step. Since then the **20th November** is recognized as **Children's Rights Day**. The preamble of the Charter stands a sentence that indicates its direction:

"Mankind owes to children the best it has."

What is Convention?

• First, the Convention is a legal instrument, which clearly defines the responsibility of governments towards children who are under their jurisdiction.

• Second, it is a framework for obligations that different factors at all levels of society have in ensuring children's rights and helps us to understand what knowledge, skills, costs, or management are needed to meet these obligations.

• Thirdly, the Convention is a moral stance, which reflects both the essential human values and draw strength from them, for our commitment that we together provide to all the children of the world the best we can give.

The Convention provides four categories of rights: *provision, protection, participation and prevention.*

Provision has the right to life and development, name and nationality, the right of the child to know who his parents are and for them to take care of it. In this part of the Convention explicitly certifies that the child's best interest is to be raised by his parents, and that the state has an obligation to assist them in it. Category of *protection* includes the right to protection from any physical, sexual, psychological exploitation of children. Class participation includes civil rights and liberties children as active participants in accordance with his age and maturity. The Convention specifically emphasizes the child's right to have an opinion heard on all matters that are concerning it.

Children's rights - how come?

• Convention on the Rights of the Child is a document that is nowadays widely accepted and has greatly changed our views of understanding the rights and freedoms of the child.

• The Convention is a document that recognizes the specific needs that child has, and the rights that belong to it on this ground.

• Children's rights are not something that the state gives to a child or family. The inherent rights of children are belonging to them and nobody can take them away.

• The main objective of the Convention is to change *the attitudes that exist towards children and from the protective (and in some societies and negative) relationship transfer to the idea of equality of the child with all other human beings.*

Convention on the Rights of the Child - how it all went?

The process of adopting the Convention on the Rights of the Child was a very difficult and lengthy process. Many things are preceded and other documents and agreements which, directly or indirectly, spoke about the rights of young people. Here are some of the basic features and historical events that led to the adoption of this international treaty.

• **Year 1918** - this year ended the First World War. Many lives were lost in this war, many families are destroyed and children are left without their loved ones.

• **Year 1923** - after the horrors of war a new hope for a better future has emerged. Eglantine Jeb founded the first organization in the world called Save the Children dealing with issues of child rights.

• **Year 1924** - Based on proposals Eglantine Jeb created the first declaration on the Rights of the Child adopted by the General Assembly of the National League. This document contained the principles on which later have been built the system and strengthened the idea of the children's rights.

• **Year 1944** - During the Second World War, children become victims of chaos again. Some of them even take part in the battles themselves.

• **Year 1945** - the United Nations are formed with the aim of promoting international peace and security of all people. This organization is most responsible for developing ideas, producing documents and improving the rights of the child.

• **Year 1959** - Declaration on the Rights of the Child was adopted within the United Nations, which contains 10 basic principles in which the children stand out as particularly vulnerable groups.

• **Year 1989** - After ten years working within the United Nations the Convention on the children's rights was adopted, as the first international instrument dealing specifically with children and which has obligatory character for countries that ratify it.

• **Year 1990** - This year, the Convention shall come into force after it was signed by 20 countries.

• **Year 1992** - Federal Republic of Yugoslavia (the state in where Montenegro was a member state) took over all obligations from ratified international agreements and thus from the Convention of children's rights.

• **Year 1998** - the Convention of children's rights was ratified by 191 countries, what makes this international agreement become the most acceptable document. No other convention was that much accepted [4]

4 *http://www.facebook.com/topic.php?uid=304950060684&topic=14621*

Workshop models

Workshop: Children's Rights
Target group: Young people age 12 to 15 years
Number of participants: up to 15
Necessary materials: flip chart paper, paper and pens for each participant, balloons, working papers, cards with the statements...
Number of workshops: 2
Duration of the workshop: 90 minutes per workshop
The problem that we want to solve with the workshop: Lack of information about children's rights among young people
The aim of the workshop: raising young people's awareness of their rights, inform them of the Convention of children's rights and thus to include them to pass on that knowledge to their peers, talking with children and young people about the responsibilities that accompany children's rights, as well as legal consequences of violations of these rights to empower young people to respond when their rights are threatened.

PLAN FOR THE FIRST WORKSHOP

- **Action: Check in, introducing the group**

The goal of this activity is that group members get to know each other. Leaders present today's topic. To see how much young people are aware of it, suggests the following energizer. All are standing in a circle. Then, one by one are entering the circle, they are showsingsome exercise and telling what are the children's rights according to him/her All of participants then repeat the exercise. In this way the group will be bestirred, and the leaders will be introduced with the level of knowledge of the children's legal rights within the group.

The time required for the activity implementation: 10 minutes

- **Activity: Theory input**

On the basis of already prepared presentation on the flip chart leaders present children's rights to the group.

The time required for the activity implementation: 20 minutes

The appearance of the flip chart (example)

Children's rights are in particular recognized in laws and other legal acts. The obligation of a state is to hold on to the Convention on children's rights, and that there is adequate protection in case someone violates those rights.
Convention on the Children's rights
20.11. - International day of children's rights
Categories of the rights in the Convention:
1. Security
2. Protection
3. Participation
4. Prevention

- **Activity: Games (energizer): Couples**

Pieces of paper are shared to the group containing some person's name or a cartoon hero on it. Everyone gets one personality or character and must find its couple, for example: Mickey Mouse has to find Mini, Brad Pitt - Angelina, Tom-Jerry ... When they find their couple they need to carry each other to another side of the room. It is important that leaders note that, if it isn't possible to literally transfer each other, they can use some other way to cross the room (maybe jumping together holding hands).

The time required for the activity implementation: 10 minutes

- **Activity: Working in pairs**

Papers shared among young people containing some of the children's rights on them (Appendix No. 4. page. 95). You need to classify those rights in four mentioned categories. Couples who have been established in previous activity continue to work together.

The time required for the activity implementation: 15 minutes
Required materials: 4 color paper (for each pair), scissors, glue...

- **Activity: Presentation**

Couples show and comment on their work.

The time required for the activity implementation: 10 minutes

- **Activity: Discussion**

Trough discussion group members' say which rights they have, and which are threatened; give their opinions and discuss how they can contribute in respecting of all their rights. Together with the workshop leader the group is sitting in a circle and talking. One of the peer educators writes ideas on flip chart.

The time required for the activity implementation: 20 minutes
Necessary materials: flip chart, markers...

- **Activity: Evaluation, Check out**

Each of those present people at the workshop says a single word that is associated with present-day workshop. One of the leaders writes it on the flip chart. After that, group leaders thank to group on the participation and invite them to the next workshop.

The time required for the activity implementation: 5 minutes
Necessary materials: flip chart, markers...

PLAN FOR THE SECOND WORKSHOP

- **Action: Check in**

Leaders are greeting the group and inquireing their energy. Showing the group what is expected from them on today's workshop. Depending on the level of energy, we are moving to the next activity.

The time required for the activity implementation: 5 minutes

- **Activity: Partition into smaller groups**

Participants are assigned to quickly find 3 persons with whom they have at least one common thing. At the end of the game every group needs to say about what they agreed on and what they have in common. They now make one team.

The time required for the activity implementation: 10 minutes

- **Activity: The scale of participation**

Leaders share the scale of participation to teams (Annex No. 6. page 102). It is needed to discuss within the teams the models of participation of children and young people presented in a given scale, and to assess in which cases their participation is higher, and in which it is on a lower level.

The time required for the activity implementation: 20 minutes

- **Activity: Discussion**

Members of the group discuss and explain their views on how they participate in society and how they can contribute to participate on a higher level. Together with the workshop leader the group is sitting in a circle and talking. One of the peer educators writes ideas on the flip chart.

The time required for the activity implementation: 20 minutes
Necessary materials: flip chart, markers...

- **Activity: Game (energizer): Balloons**

The group stands in a circle and add each other the balloon. Leaders after a while add another balloon, then another, up to 10 balloons. :-)

The time required for the activity implementation: 10 minutes
Required materials: 10 balloons

- **Activity: Individual work: My plan**

Each of the workshop participants creates an action plan that will contribute to greater participation of children and young people in a society. Time for plan development: 5 minutes. Reading time: 15 minutes

The time required for the activity implementation: 20 minutes
Necessary materials: pencils and paper for each participant

- **Activity: Evaluation, Check out**

Each of those present participants at the workshop write their own impressions about the workshop on the sticker and then glue it on the flip chart. Afterward, leaders thank to group for their participation.

The time required for the activity implementation: 5 minutes
Necessary materials: flip chart, pens, markers, stickers...

Peer education on "Children's Rights" in the Children's Home "Mladost" Bijela

Violence - Prevention and Definition of the Term

Prepared by Al- Hammbra Kasic

WHAT IS VIOLENCE?

We talk about violence when someone intentionally hurt someone else and make him/her feel bad. So, violence is when someone hurts someone's feelings or body.

Violence can happen to anyone, to children, but also to adults. If the violence, in any form, is often repeated to the same person, then we say that this is abuse.

TYPES OF VIOLENCE

There are several classifications of violence. At this point we suggest the following classification, which includes most forms of violence: physical, verbal, social, sexual and violence through mobile phones and Internet.

Physical abuse is when someone hurts another person's body. This can be: hitting, kicking, pushing, choking, pulling, closing and locking, seizure and destruction of things...

Verbal violence is when someone uses words to hurt someone else's feelings. This can be: insults (when someone says that someone is stupid, ugly, calls him with ugly names), derision (when someone is laughing at someone because of height, weight, origin, grade ...), humiliation (when someone says that someone doesn't have values, that no one likes that person ...), to blame somebody for something that is not done or to threaten to people.

Social violence happens when someone is excluded from group activities, gossip, lies when talks about a person or persuade others not to socialize with that person.

Sexual abuse happens when someone have been touched on intimate parts or body against his/her will ; indicate naughty words, shows naughty pictures, forcing the sexual relations.

Violence by mobile phones and the Internet is when someone, without permission, records other people telephone conversation and sends it further or harass by calls, SMS and e-mail messages or using the Facebook portal.

AGGRESSIVENESS AND VIOLENCE AMONG PEERS

When it comes to violence against children, they might be assaulted by adults and by children themselves. When children over other children commit violence, it is **bullying**.

Although violent behavior is largely defined by aggressive tendencies deliberately aimed at others, aggressiveness, alone is not a sufficient condition in order to speak of peer violence. Various cases of quarrels, fights and conflicts between different peers may be only due to the escalation of conflict that became uncontrollable. Bullying, which is sometimes used like Anglo-Saxon term bullying, is much more serious and complex problem. Besides the conscious intention to harm anyone it includes repetitiveness, imbalance of the power and the ever present fear. Repetitiveness means repeated act of aggression against any person or

group of children over a longer period of time. Although the term „long period" is imprecise determinant, here is the emphasis on the fact that an aggressive act is not a result of the current rage or anger, but tends to recur in a similar manner.

Imbalance of power indicates that in peer violence there is always present division between those who performed domestic violence and those who suffers. So, this is not a simple struggle for power that occurs when two children quarrel over toys that they both want for themselves. In peer violence there is always present clear division of roles in bullies and victims. From the type of violent act we can see what kind of power imbalance is performed. The bully is older or stronger child, popular, handier, or, on any other way dominant. Physically stronger children will attack physically weaker children. Extrovert, verbal fluent and loud children find their victims in withdrawn, submissive children who have lack of self-confident and not much socially engaged. Because of that it is possible to detect different forms of peer violence. When the child that suffers from violence creates fear of the abuser, it's the point where the violent behavior can been done freely without bully worrying about suffering any sanctions. Fear makes children helpless and paralyzes their defense activities.

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Conscious intent to harm someone, repeating acts of violence and power imbalances - are the main determinants of violent behavior, where a clear division of roles of perpetrator and victim is always present.

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MEDIA AND VIOLENCE

Under the "media" we mean the newspapers, magazines, radio and television stations, and the Internet. The influence of media on the attitudes formation among children is very significant. The media are on the third place as a source of learning violence, after the family and social environment. From an early age children are affected by violence in the media. Today, television is dominant in children's life both in urban and rural areas. In addition to television, children come in early contact with computers, so they are in sufficiently contact with the Internet and information on it. More than 50% of their free time children spend watching films and more frequently on the computer playing games, which are sometimes overcrowded with violent content that is not adapted to the child's age, so children often understand and imitate it literally. This leads children to that in everyday life they apply it in the same or similar situations. Violent heroes become role models to children around the world.

The negative effects of media violence on children and youth are as follows:

- They become more tolerant towards violence, and it bothers them less;
- Develop wrong attitudes about violence and a loss of compassion toward those who suffer;
- They begin to see the world as violent, fearing that they will find themselves like subject of violence;

- All exhibit more antisocial and violent behavior;
- They are more exposed to violence and in need of more violence in the game;
- They try to solve conflict's using violence as acceptable and desirable;
- They live in a virtual world, do not develop both optimal emotional intelligence and confidence;
- There is lack of creativity, their possibility for developing depression and insecurity is increased;
- There has been a misunderstanding of a true meaning of violence and wrong conclusion is a result;
- Violence carries out a constant influence on the habits and lifestyle.

To extent counteract the effects of media violence on children somehow; it becomes practice that warnings on TV to the audience are broadcasted, referring to the lower age limit for which the following content is harmless. In our country this practice is not yet operational, in the sense that TV stations avoid broadcasting content that are not for children in terms of when children can see them (morning, afternoon, evening).

Also, it is necessary to draw attention to reporters, when reporting on violence against children; they have an obligation to protect the identity of children involved in acts of violence, to take care of their dignity and opportunities for rehabilitation, which will be difficult if the children remain publicly marked by this act. This is sometimes not easy, because sensationalism is in a constant struggle for ratings and circulation that is represented in journalistic practices, in our country, but also in the world. However, it must be bearded in mind that journalism ethics have laws to protect minors in the media, and that is particularly important to respect those rules when reporting on violence. This is important because of the damage that can be done to children on which a particular case refer, and also may have a counter - promotion of violence rather than fighting against it.

Institutions that can be used to report violence against children

Violence against children can occur at any place. Regardless of where the violence happened, there are certain institutions where you can report violence.

On the last pages of this manual you can find information on those institutions and organizations, and what activities they undertake when they receive information about violence over the child.

Note that the legal obligation of employees in education, in health care, but also for every other citizen, is to report to the competent body (police, prosecution, centers for social work) when note abuse and violence against children, which he knows or reasonably suspects of.

Workshop models

Workshop: Violence Prevention
Target group: Young people age 12 to 15 years
Number of participants: up to 15
Necessary materials: flip chart, paper and pens for each participant
Number of workshops: 2
Workshop duration: 90 minutes for the first workshop, and 120 minutes for the second
The problem that we want to solve with the workshop: Lack of information on children and youth violence, types of violence and ways of prevention

The workshop aims: To raise the knowledge level of youth violence, types of violence and the reasons for violent behavior, it is necessary to develop skills by recognizing different types of violent situations and dealing with them, to empower young people to use the skills and knowledge to resolve conflicts not by violence, to empower youth to prevent violence in their local community and environment, to affect the reduction of prejudice, stereotyping and discrimination in the group.

PLAN FOR THE FIRST WORKSHOP

- **Activity: Introduction to workshop - check in**

Presenting in short what are to be done during the day. All are sitting in a circle and peer educators are talking with the group.

The time required for the activity implementation: 5 minutes

- **Activity: Game - Wind blows**

Raising the energy of the group - The whole group is sitting in a circle; one chair is removed from it, a person stands in the middle of the circle and says: „Wind blows for example. for all of us that have something red on ourselves" and all children who are wearing the red color must rise from the chair and move to another chair, with a condition that they must not occupy a chair that is right next to them, and a person from the circle has to take a chair . The aim is to take the chair, because who does not manage to sit on the chair is the next to stand and says „Wind blows ..."

The time required for the activity implementation: 10 minutes
Necessary materials: chairs

- **Activity: Theory input: violence**

Introducing children to the concept of violence, what is violence, where to go for help if we become victims of violence, all type of persons who are committing violence, how ... Young people are sitting in a circle, while peer educators are talking about violence. To help in activation of workshop participants, we use a technique called brainstorming (described on page 8).

This means that, one person from a team of peer educators stands in front of group, not turning them back, and tries that a whole group can see what is written on the flip chart. On the flip chart we write „What is violence?“, and all in a group give an answer on that question. Peer educator writes down all ideas that were told by participants. Participants can write their answers on pieces of paper and stick them on the flip chart. Further topics may be: "Who commits violence, reasons why someone does it, who can protect us from bullies ...". Another peer educator can summarize the ideas of the participants when a brainstorming is completed and add something that wasn't mentioned, but it's important to know. Summing can be oral or written in advance on the flip chart (see picture).

Except writing on the flip chart, peer educator may include members of the group to work so that they will ask questions related to the topic covered. In this way better communication is also provided in the group and leads to increased self-esteem of group members.

The time required for the activity implementation: 15 minutes
Necessary materials: chairs, markers, flip chart, masking tape, stickers, markers

The appearance of the flip chart (example)

<u>What is violence?</u>
Abusive behavior can be marked behavior that is intended to hurt and inflict pain (physical and / or psychological) to another person who tries to avoid that.
<u>Peer violence - bulling</u>
1. conscious intent to harm someone,
2. repetitiveness
3. power imbalance
4. fear
...

- **<u>Activity: Sketch</u>**

Check how much children understand topics we covered. The group splits in two subgroups and they have to act the given play through some kind of violence which they attended and a solution to this situation. One peer educator will be with one group and another with other, in case they need help.

The time required for the activity implementation: 20 minutes

- **<u>Activity: Running sketches</u>**

Have a look at what the children did. The first group performs their sketch and a problem, and after that they present solution. When this is complete, the second group starts performing.

The time required for the activity implementation: 10 minutes

- **Activity: Discussion related to the sketches**

Draw conclusions about the negative impact of violence on young people. The whole group is sitting in a circle and peer educators begin discussion by asking questions about their work. Then children begin to talk about what they liked, what didn't, would they really react to that in reality and whether it is present in their local community and environment. It should be better if we do our best for atmosphere to be relaxed and to involve all members of the group.

The time required for the activity implementation: 25 minutes

RECOMMENDATION

It is not a bad idea to record observations while group performs a sketch because it is much easier to start a discussion. For example: "I noticed the first group talked about violence by using the Internet. Do you think this is repetitive form of violence today? ... Why not? "

- **Activity: Evaluation**

Find out how do children feel after the workshop? Group which sits in a circle share stickers and markers. The instruction for participants was to write on the sticker one word that will describe their impression of the workshop. When they do, they need to stick it on the flip chart. Peer educators also participate in evaluation.

The time required for the activity implementation: 3 minutes
Necessary materials: chairs, markers, flip chart, masking tape, stickers, markers

- **Action: Check out**

Say goodbye to the group. Say something to the end and schedule the next workshop.

The time required for the activity implementation: 2 minutes

PLAN FOR THE SECOND WORKSHOP

- **Activity: Introduction to the workshop - check in**

Present in short what shall be done during the day. All are sitting in a circle and peer educators are talking with the group.

The time required for the activity implementation: 5 minutes

- **Activity: Games: make a list of groceries needed for home**

The goal of the game is to raise the energy of the group. Example: If a workshop is held early in the morning, this "speculation" helps to awaken the participants. The whole group sits in a circle. One member starts, telling three groceries that come to his mind, a person on

his left continues, repeating those three groceries said by the person before and adding three more of his own and so on until all participants have their turn. Last person repeats what others have said.

The time required for the activity implementation: 10 minutes
Necessary materials: chairs

- **Activity: Theory input: physical and psychological violence**

Introducing children to the concept of psychological, physical and social violence, violence by mobile phones and the Internet; what does it mean psychological, and what physical and social violence, and violence by mobile phones and the Internet.

As in the previous workshop, peer educators encourage children to give examples of psychological and physical violence and direct the group to come to itself of what it is psychological and what physical violence, who can commit violence and so on.

The time required for the activity implementation: 20 minutes
Necessary materials: chairs, markers, flip chart, masking tape

- **Activity: Game(energizer): Tricky**

The goal of the game is to raise the level of energy in the group. Unlike last energizer which bestirs only the mind, the purpose of this game is that bestir also the body. The group stands in a circle. Close to each other so that they can "shake hands". Then, all close their eyes. Everyone grab someone's hand and arms are intertwined. Peer educator who observes and leads the game; make it a good "mess up" of hands. Then everyone open their eyes. The task for the group is that without letting hand somehow to "disentangle" performing different movements, jumping over each other.

The time required for the activity implementation: 15 minutes

ATTENTION:
Make sure that no one of the participants gets hurt!

- **Activity: Group work**

Divide the group into smaller groups (number of groups depends on the number of participants or topics they should present!). This can be done playing the game called "atoms" (see the list of games, page 109.), or simple grouping of the participants: "Pear, apple, plum, banana ..." and in that order, so that each of the participants gets "assigned" with one of these four fruits. When this is done all participants that were told "pear" should stand up. They are a team and they go to one side of the room. Then call "apple", "plum" and "banana".

Group task: to present the types of violence (each group one type) in a creative way: drawing, acting ...

The time required for the activity implementation: 25 minutes
Necessary materials: markers, flip chart, masking tape, markers...

- **Activity: Presentation of papers**

Groups present their work.

The time required for the activity implementation: 15 minutes

- **Activity: Discussion**

The group is sitting in a circle and peer educators begin discussion by asking questions about their work. Then the children begin to talk about their impressions, about what they liked and what not. We should try to relax the atmosphere and to involve all members of the group.

The time required for the activity implementation: 20 minutes

- **Activity: Evaluation**

Each of the participants on the workshop shows with his body position how was he in the workshop.

The time required for the activity implementation: 5 minutes

RECOMMENDATION
You may want to capture some of positions with camera.

- **Action: Check the workshop**

Youth activist calls group on the next workshop and give them feedback on today's workshop.

The time required for the activity implementation: 5 minutes

Prevention of Child Trafficking

Prepared by Kristina Djurkovic

Trafficking of human beings means the recruitment, transportation, transfer, accommodation or accepting persons who are forced to it due to use of force or other forms of coercion, abduction, fraud, deception, abuse of authority or their own vulnerable position or by being given or received certain funds or services to obtain consent to a person having control over another person for the purpose of exploitation. This long definition of Trafficking is defined in a document called the Convention against transnational crime.

Human trafficking is not a new problem. It is global problem obviously increased in the context of recent trends of globalization, including the expansion of free market economies, the increasing differences in wealth, increasing demands for cheap workforce, expanding tourism market and easier international traffic and communication. In southeastern Europe the scope of trafficking has increased enormously since the beginning of twentieth century as a result of dramatic political, economic and social change and the impact that these changes are made to individuals and institutions.

According to the claims of the United Nations at the global level there are about 1.2 million children sold into purpose of sexual exploitation, while the U.S. Department of Foreign Affairs estimates that the annual sales is between 800,000 and 900,000 women (excluding trade within the individual state borders).

Trading networks are widespread and include the major organized crime organizations, and small informal cells. Merchants operate at international level (example: sold Albanian girls were discovered in such distant countries like South-African Republic). Sales for the purpose of commercial sexual exploitation often occur on the same way as smuggling drugs and weapons.

Human trafficking ranks third on the scale of criminal business in the world scale, with profits measured in billions of dollars. Those who are involved in the sale of younger children to force them on labor or begging, often act independently or within smaller criminal networks.

Children are usually sold across national or international borders or within the same country. In southeastern Europe the main countries from which children are sold are Albania, Bulgaria, Romania and Moldova. The main countries in which children arrive are: Kosovo, Macedonia and Bosnia and Herzegovina, while the main transit countries are Serbia, Montenegro and Croatia. These categories, however, are not absolute, since most of the Balkan countries fall under all three categories, while their differences become blurred. Children can also be sold within the borders of the same country, in order to avoid detection, and registered cases of sales within the boundaries of the same states are increasing. The exploitation of children occurs in transit. Sales patterns are dynamic and change over time depending on local conditions, factors of supply and demand, marginal regulations and visa regimes, in addition to other changing factors.

Human trafficking is a crime that is prosecuted ex officio. This means the state press charges against persons who are suspected of trafficking in people and begins criminal procedure.

Human beings are trafficked for many reasons. Some of them are:

~ Illegal work
~ False adoption
~ Begging
~ Prostitution
~ Pornography
~ Sex Tourism and entertainment
~ Organ trafficking
~ Debt bondage

WHO IS BEHIND HUMAN TRAFFICKING?

Traffickers are individuals, groups or members of an extensive network of well-organized crime. Traffickers may also be a person of trust who did not suspect, such as family or personal friends, acquaintances, neighbors, relatives, your boyfriend/girlfriend or employer and sometimes parents.

The trafficker will initially develop friendly relations with you to gain your confidence. Gaining your confidence, he/she will begin to control and prevent your free movement. He/she prompts you to do illegal activities in the country or place where you don't know anyone and whose language you may not understand.

Most sold people are recruited by celebrity. Recruiters can be men or women, including acquaintances, neighbors, friends or boyfriends. In some cases, girls being sold become merchants, returning to the home villages to recruit other girls with stories of material comfort and a better life. In other cases, especially among young children, in the trade may be involved also family members, including uncles, brothers or mother. Many families don't see trade as such, but rather like a way to survive the family or to protect the child (allegedly sending a child to a place that promises better future).

Recruiters are creative in the way they lie to their victims. They promise people a better job with high profit or study opportunities abroad. They might offer to help or assist in obtaining the necessary travel documents (passports, visas, etc.).

Sometimes they give false advertisements for fake agencies or companies offering great opportunities. They go so far to set up booths at student careers fairs.

They can approach women in bars or cafes and claim to know how money can be earned abroad. Their methods include:

~ Private connections (between people, new friends...)
~ Advertisements in newspapers for false agencies
~ Ads on the Internet

So, beware! You will protect yourself if you don't give trust to someone easily, which again does not mean that you doubt everything and everyone and that you check everyone or dodging. It is important to think "for yourselves", to gain the necessary knowledge, social and psychological skills (to know how to say "NO!" to negative role models and temptations, to resist negative pressures of your peers and others, to decide wisely).

SEEKING A BETTER FUTURE

Children and their parents, merchants usually seduce by false promises of employment, marriage and education opportunities elsewhere. Many young people are attracted to the promise of personal freedom, dignity and a better life in the West, while others see it as the only opportunity the profit that would enable them to support themselves and help their families. In some cases, children deliberately go to work in the sex industry, but at the same time are not aware on brutality of the conditions that await them there.

Victims do not agree to be sold; they are tricked, lured by false promises or forced. Traffickers take away their basic human rights: freedom of movement, choice, control of their own body or mind and control of their own future.

Victims may include women and children in developing countries, who have no money or ability for work or study, young people who want to improve their lives.

They may have higher education and be of different origin and are not necessarily females. Men may also be in danger of being sold for the performance of unskilled labor, which usually involves heavy physical labor at construction sites or in chemical industry.

Contrary to what you might think women who intend to work in the sex industry, can be sold.

Although they can agree to have sex for a fee, they not consent on being kept as slaves that receive little or nothing.

WHAT ARE THE VICTIMS OF TRAFFICKING FORCED TO DO?

Being exploited means doing something that brings money to someone else and little or no money to you alone. We may know what it means, but do we really understand what it is?

When recruiters do their part, the victims are left to real villains. Then the victims are already physically and mentally broken and forced to earn money for criminals.

The victims are forced to work a number of things that involves working long for little or no money with the constant threat of violence if they refuse. These include:

~ Forced prostitution - the most common form of human trafficking
~ Forced labor - mostly in the domestic environment, agriculture, industry, construction and catering industry
~ Pornography
~ Criminal activities - begging, resale and delivery of drugs, sale counterfeit money

WHY DO PEOPLE ACCEPT THIS TYPE OF JOB? THEY CAN PROBABLY REFUSE? WRONG!

Methods described below, generally speaking, at the same time are used to break victims will:

~ **Violence** - Traffickers rape and beat their victims to force them to do what they want.

~ **Threats** - Threats to repeat previously applied violence and threat of violence of their families at home.

~ **Debt** - The victims were placed in a situation where they are responsible for the money that trafficker paid for them.

~ **Blackmailing** - Being forced to prostitution or pornography are victims of blackmail threats to tell their families what they do.

The negative effects of human trafficking and its inherent violence and exploitation left on a person can be:

- **Psychologically**, including:
  ~ Sense of shame, guilt and lack of self-esteem
  ~ Sense of betrayal and lack of confidence
  ~ Nightmares, insomnia, hopelessness and depression
  ~ Disclosure of drugs
  ~ Suicidal thoughts or suicide attempts

- **Physical**, including:
  ~ Physical violence, including beatings, torture and rape by pimps, traffickers and/ or clients
  ~ Getting sexually transmitted infections - children's tissues are easily damaged, children are not in a position to negotiate with clients about pain-free sexual intercourse and they miss access to education on safe sex and sexually transmitted infections means, including HIV/AIDS.

- **Community**, including:
  ~ Rejection by family
  ~ Lack of social skills and education to integrate with the general children population.

CHALLENGES TO RETURN HOME

Children that were sold and return home face many difficulties. They often return to the same environment from which they were sold - while local conditions remain unchanged. Domestic abuse atmosphere, irreparable poverty, social discrimination and marginalization, lack of employment opportunities, limited access to education, poor or no mechanisms of social assistance and human traffickers on the loose, represent some of the many challenges they face.

The effects of experience that sold children survived exacerbate this situation. These effects include trauma, loss of trust, long-lasting psychological and emotional problems and low self-esteem.

Expressed social stigma, rejection by family, the difficult situation in home and a sense of guilt and shame, complicate these problems and leave the victim to feel isolated and misunderstood. Lack of social and educational skills further limits their ability to integrate in the general child population,

reducing their prospects for the future and increases the chances of re-exploitation. Victims who choose to testify against their sellers may face threats to personal safety, living so in constant fear for themselves and their families. Many victims are at risk of re-sale.

DOES ANYONE PROTECT ME?

There are a number of laws, conventions and institutions that are concerned your rights are being protected. You should know that each child until his fifteenth year should not work job that is harmful to his physical and mental health. This means that it is strictly punishable if someone is forcing you to beg, steal, physically tough, humiliating work or prostitution.

Parents or persons to whom children are entrusted to care and custody are required to protect children from all forms of abuse, neglect and abuse, and to talk with children about trafficking in human beings. The state, through a number of its institutions is the first responsible and authorized to respond to child trafficking and to provide children - victims of trafficking, adequate protection, and punish traffickers for this cruel crime. The list of these institutions you can see on the page. 86. Your protection is prescribed by following laws: Criminal Law, Family Law, Law on Social and Child Care, Criminal Procedure Code, Law on Protection of witnesses and others.

THIS IS WHY YOU SHOULD CARE?

Because:

~ trafficking is the most shocking human rights violation, and we thought that slavery was in the past.

~ occurs today and here, there or wherever you are.

~ can happen to you or someone you know. Anyone who is thinking about travel, work or studying abroad can be compromised.

~ you or people you know - maybe paying for sex, and if so, that money may be used by criminals who trade and exploit women.

This happens everywhere in Europe, regardless of whether you live in England, Italy, Poland or Romania, Albania or Montenegro, and this affects people like you.

Event on the occasion of World Day against Human Trafficking, Podgorica, 18th October 2009.

Workshop model

Workshop: Prevention of trafficking
Target group: Young people age 12 to 15 years
Number of participants: up to 15
Necessary materials: flip chart, paper and pens for each participant
Number of workshops: 1
Workshop duration: 90 minutes
The problem that we want to solve with the workshop: Lack of information on trafficking of youth

The aim of the workshop: Informing youth about trafficking, introducing young people to the concept of trafficking of human beings with special emphasis on the concept of child trafficking, raise awareness among members of a group of high-risk situations when they can become victims of trafficking; empower young people to recognize risky situations and share their experiences, develop skills of young people to make responsible decisions, linking emotions with the changing behavior of young people to their own protection.

PLAN OF THE WORKSHOP

- **Action: Check in**

Introduction to the group: Introduce yourself to the group; tell them why you are here, present them a brief content of the workshop, and what results do you expect from it. If young people do not know each other or if you first met with a group, to get to know eachother you can use the following activity:

- **Activity: The name and the adjective**

The course of action: Participants are sitting in a circle and everyone is saying its name and an adjective that starts with letter as his/her name. For example: "I am Iva - intelligent" or "I am Nikola -memorable." After the first person says his/her name and an adjective, the other has to repeat what the person before him/her said and then he/she says his/her name and adjective. After him/her goes the third participant who repeats everything the previous two people said, and so on until you close the circle.

The time required for the activity implementation: 15 minutes

- **Activity: Brainstorming**

In the middle of the flip chart write the "trafficking". All participants then need to write or say at least one thing that reminds them or they know about trafficking. Then talk with them about trafficking. Praise those who had good ideas.

Necessary materials for the activity implementation: flip chart and markers
The time required for the activity implementation: 10 minutes

- **Activity: Telling stories**

Instructions: The group is telling the story about trafficking. Volunteer starts first. He/she tels one sentence about trafficking, for example: "Trafficking is trade with humans." The following participant repeats sentence from the previous one, and says itsown. For example: "Trafficking is a trade with humans. Anyone can be a victim and anyone can be a trafficker." The next participant repeats the previous and adds a sentence. The last participant repeats the story and adds a sentence.

This activity allows young people to put together a conclusion to the story on trafficking. So you and their peers will hear what they know and think about a subject that is processed.

To make this activity more easily performed, it is recommended to use the method "of wall newspaper "(more on page 8). One peer educator writes at the flipchart sentences that participants speak about, so they would not be repeated, or to be easier to repeat what has been said so far to people that have not been told anything. Another peer educator sets sub-questions and in this way directs the flow of the story. For example: "Ok, so far we have heard a lot about what trafficking is. Let us now think a little about the causes of this problem! Do you have any ideas? "

Necessary materials for the activity implementation: flip chart and markers
The time required for the activity implementation: 10 minutes

- **Activity: Game (energizer): Waves on a chair**

See description on page 108th game. This or any other similar game should be inserted whenever you see shortage of energy in a group. If you're not sure, you can check by asking the group to show you with hands "such as the energy." The hands high above its head - a high level of energy, at shoulder height-medium energy level, near the body-the right time for energizer. Don't forget to emphasize how important it is to take care that no one gets hurt in these games!

The time required for the activity implementation: 5 minutes

- **Activity: "This is how it was, and how it was ended?"**

This time you talk the story to young people, the story about victims of trafficking. However, you will not reveal the end of the story to participants, but they will have to continue the story on their own.

STORY ABOUT ZORICA

When she was 14 years old, Zorica based her common-law marriage with parental consent, in accordance with the traditions of the Roma community. As the husband lived with his parents in Italy, it was agreed that she travels there but her parents have to provide proper travel documents (passport and visa) for her. Not waiting to obtain a passport, her husband took her to Italy with forged documents. After arriving in Milan, Zorica was forced to go begging every day. All earned money she had to give to husband and father in law, and if she refused to beg, she received beating. It lasted 3 years. Zorica has no longer been able to hold out such a life, she called her father and told him how she actually lives.

Young should continue the story further. When all those who want to supplement the story, do so, read the sequel.

In arrangement with her father, she runs away to her relative who also lived in Milan. There she remained for three months waiting for her father to send a valid passport. When her father sent a valid passport, she returned to her country. Airport police informed the Agency for Coordination assistance to victims of human trafficking that the girl arrived and they organized her reception. After verification of data, interviews with Zorica, with her parents and upon providing the necessary assistance, Zorica returned to her parents, and the Center for Social Work maintains occasional contact with them.

After the story: Talk to young people about the story. Talk about how they imagined the end of the story, and how it really ended. Ask them how they would feel and what would you do to find yourself in Zorica's place, because each of us can be trafficked.

The time required for the activity implementation: 35 minutes

RECOMMENDATION

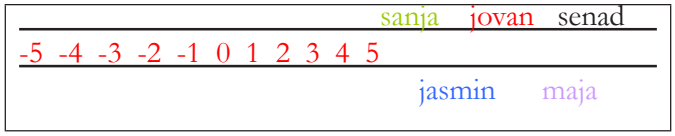
If you do this activity with a group with whom you have not worked so far, or do not know well the workshop participants, check with them how they felt during this activity. This checking may not be directly question, but discreetly, for example, watch the body language of the group, facial expression (see Glossary, page 79). At the end of the activities you can do short "ventilation" by everyone saying in a circle how he/her felt during these activities.

- **Activity: Workshop Evaluation and Check-out**

Share screening test for knowledge of the participants on trafficking, which can be found in part of contributions (Appendix 2, page 90) On the flip chart make some kind of barometer (see picture). Each participant of the workshop should find its place in this barometer depending on how happy they were at the workshop attended. When this is done, thank the participants and schedule new workshop.

The time required for the activity implementation: 10 minutes
Necessary materials: flip chart, pens, pencils or markers for each participant

The appearance of the flip chart



Prevention of Substance Abuse

Prepared by Ivana Novovic

ADDICTION PROBLEMS

Addiction is a behavioral disorder both in young and elderly. Conduct disorder is any human behavior that significantly deviates from normal human behavior, as such violates social norms and causes social reaction of the community. Its main characteristic is that it creates negative consequences both for the individual - addicts, their families, and society.

The person itself or addict will do absolutely everything he/she needs without thinking and considering the consequences about how to meet his/her needs and thus endanger his/her living environment. There are addictions on psychoactive substances (drugs, alcohol and cigarettes), then gambling and computer games that have been identified as addiction problems of 20th century.

Addiction is a complex issue and as such has been recognized in my community as youth problem, mostly kids' and teenagers' problem. Apart from them with this problem the women and the elderly also meet.

We will put special emphasis on the problem of addiction on psychoactive substances.

Psychoactive substances are substances of natural, synthetic or semi-synthetic origin and after entering the body they cause physical or psychological addiction, thus changing the body's function and the organism itself. All psychoactive substances (PAS in short) can be divided into following subgroups:

1. **Alcohol**
2. **Cannabinoids (marijuana, hashish, skunk, hybrid, etc.).**
3. **Opiates (opium, according to which the group carries the name, and its derivatives: morphine, heroin, and many other medications such as methadone and trodon)**
4. **Hypnotics and sedatives (barbiturates and benzodiazepines)**
5. **Central nervous system stimulants (cocaine, crack, amphetamine, methamphetamine)**
6. **Hallucinogens (LSD, ecstasy, or MDMA, which is an atypical representative of this group mescaline, psilocybin, PCP, ketamine)**
7. **Volatile solvent (glue, bronze, petrol, paints, varnishes and many others)**
8. **Cigarettes**

Each type has specific characteristics on which is recognized and defined. Addiction on psychoactive substances has the following characteristics:

- Great desire to come as soon as possible to alcohol or drugs, regardless of how and in what way.
- Tolerance - which actually means taking large amounts of psychoactive substances to achieve the effect of past that caused this substance. It is important to note that the person consuming the substance needs to take an increasing amount of the dose in order to be satisfied, because the amounts previously taken not produce the desired effect.
- Crisis or abstinence syndrome is a set of behaviors and disorders ("crisis") which happens from the cessation of drug or alcohol effects: chills, pain in bones, vomiting, diarrhea, insomnia, hallucinations ...
- The person continues to take drugs or drink alcohol even though it is familiar with all kinds of adverse consequences for him/her, a person ignores everything and everyone because of the use of psychoactive substances.

In our country we can see and notice on the streets persons consuming psychoactive substances, drunken people who are fully "lost" and whose health is very vulnerable. In the local community Konik this problem is recognized. It is striking that children ages approximately 11 and 12 years who are not taken care of, or have no family in the streets, do drugs or indulge in a drink.

How it all starts?

Social problems and problems within the family are the most common reasons why children leave home, and thus left the street and under the influence of bad company engage in this kind of problems. Poverty and family without the "roof over their head" can also be a precondition for young people to solve their problems by consuming psychoactive substances. Young people at a very young age start to consume drugs. It most often begins with the use of evaporative solvents and cannabis, known as "grass".

And older people may try to escape from their problems or poor condition of the family, at work, and thus they let themselves to the vices of this type.

OTHER TYPES OF ADDICTIONS:

In addition to use of psychoactive substances, there are other types depending on what is the problem of the 20th century. One of them is certainly excessive Internet use. This, apparently less serious problem than other, today is expressed as the virus among young people, especially teenagers, high school students. This problem manifests itself through many forms: excessive playing of computer games, surfing the Internet and gambling.

HOW TO STAND IN THE WAY TO ADDICTION PROBLEM?

- **primary prevention**

Reducing the demand for psychoactive substances is very difficult to achieve unless we find naturally joyful ways in which children and young people will find themselves.

Because of this, schools should be more adapted to children and thus satisfy their most important needs of life. The school should be one of the most important institutions that will affect struggling with this problem and thus young people, especially children raise awareness about the problem of addiction. Young people should be empowered to preserve their health, avoiding risky behaviors that can endanger their lives. Therefore, being peer educators and youth activists in our communities we operate in such way that we organize workshops for children dealing with this problem and other characteristic problems for our community. In this way primary prevention is done. It is most effective when it's organized and designed by non-formal education (workshops) and to the principle "for young people." This means that young people are organizing workshops to their peers in order to educate and inform them about the problems of peer abuse. Young people as peer educators can contribute in solving these problems as they will inform people about PAS, its effects, causes and consequences of use. Young people in their community can organize workshops, debates, events and training on addiction problems, with the aim of promoting healthy lifestyles.

- **Research and experience**

A healthy community where children grow up with good influence of their parents or guardians will make them aware of the problems which they can meet so they can learn how to act. Various studies that have been done in primary and secondary schools showed that 6.5 percent of high school students come into contact with drugs while in elementary school the percentage is 0.4. Also, research has shown that children 14 years old begin to consume psychoactive substances. Epidemiologist, doc. Boban Mugosa, in an interview with daily newspaper stated that the prevention of drug abuse should be introduced as a subject in schools. When it comes to the most common drugs in Montenegro, many experts believe that it is use of the tablets.

Workshop models

Workshop: Problem of addiction
Target group: Young people aged 12 to 15 years
Number of participants: up to 15
Necessary materials: flip chart, pens for each participant, chairs, balls...
Number of workshops: 2
Workshop duration: first workshop120 minutes, second workshop 90 minutes
The problem that we want to solve the workshop: Lack of information about the problem of youth with addiction problem

The workshop aims: to raise awareness for young people and introduce them with addiction problem, types of addiction, as well as the reasons why people come into contact with PAS; developing in young needed skills for primary prevention and promotion of healthy lifestyles and thus, to include a positive effect on young people.

PLAN FOR THE FIRST WORKSHOP

- **Action: Check in, introducing the group: Ball**

Hosts are introducing themselves, explaining the theme and objectives of the workshop. Group members get to know each other (game).

The goal of this activity is that group members get to know each other. Workshop leader throws ball to one of the members of the group and tells his name. Member of the group who catches the ball throws it to another member and speaks his/her name. The ball is circulating among members of the group while each of them speaks his/her name several times. After that, he/she who throws the ball pronounce the name of the person to whom throw. On this way we verify if all the names are known. Than add another ball, and another one, until 5 balls are in the circle.

The time required for the activity implementation: 5 minutes
Required materials: 5 balls

- **Activity: Talk about the topic**

The aim is that leader find out the level of knowledge about the addiction diseases among the group and whether the group recognizes one of the substance abuse cases in their neighborhood.

Leader talks with a group of addiction diseases ensuring that all their opinions are heard. Each group member in his/her turn say what is addiction according to him/her, what does he/she knows about it, whether there are some in his/her environment. This technique can be done as the problem-tree.

It is necessary to draw a big tree across the entire flip chart. Wood has to have root, stem, branches and leaves. On the tree we write problem. Example: "Dusan, 15, smoking marijuana." The roots of the wood are necessary to write on them what are the causes that lead to this problem. The tree branches should be print out the consequences of such behavior. One peer educator should write ideas that participants speak to him. Another peer educator ensures that all ideas are written down.

The time required for the activity implementation: 30 minutes

- **Activity: Game (energizer): "Do you love me dear?"**

The aim of this game is for all to have a good laughs and thus raise their energy level.

The instruction is as follows - volunteer begin with a question he poses to a person on his right: "Do you love me dear?" and he/she tries to be as much funnier as he/se can. A person who is appointed question answeres: "Yes dear! I love you but I cannot laugh to you! ". He/she should not laugh, because if that happens, he/she is out of the game. If he/she drops out, volunteer go further on with asking questions until someone remain serious. Then that person asks, "Do you love me dear?" and a person oh his/her right answers.

The time required for the activity implementation: 5 minutes

- **Activity: Role play**

Young people through acting demonstrate which primary prevention could be done when it comes to addiction. The group is divided into three groups where each of them through team work prepares a short sketch. Topics on which they can make sketches are the primary prevention of drug addiction, alcoholism and smoking. Each group receives 10 minutes for preparation

The time required for the activity implementation: 15 minutes
Necessary materials: Chairs, flip chart, markers, pencils, masking tape, color paper

- **Activity: Presentation**

Group shows their sketches. Each of the three groups has 5 minutes to present their sketch.

The time required for the activity implementation: 15 minutes
Necessary materials: Chairs, flip chart, markers, pencils, masking tape, color paper

- **Activity: Discussion**

Members of the group discuss about the primary prevention that can work on substance abuse, giving their opinions and discuss how they felt in the group. Group together with the workshop leader sit in a circle and talk. One of the peer educators writes ideas on the flip chart

The time required for the activity implementation: 30 minutes
Necessary materials: flip chart, markers

- **Activity: Game-Spiders and flies**

The aim is that group members have fun and increase their energy levels. Large group should be divided. Half of the group sits in chairs, one chair is empty. Those sitting are flies. The second half are spiders and they stand behind each group member who sits step away from the chairs. Member of the group in front of which is empty chair, or a spider without fly, has the task with non-verbal communication, by winking, signal any group member who sits to cross over to his (empty) chair. Member of the group behind the person being signalized by spider without a fly need to prevent the participant of the workshop, or his/her fly, to move to another chair. He must not allow his/her chair remains empty. The way spider prevent his/her fly of going is that he/she touches it shoulder with his/her hand.

The time required for the activity implementation: 10 minutes
Necessary materials: Chairs

- **Activity: Check out**

Orally summarize impressions of the workshop. Group expresses their opinion about the workshop and energy level at the end of the session. Group members write on various forms of colored paper what did they like, what didn't, what needs to be changed and what they have all learned during the workshop.

The time required for the activity implementation: 10 minutes
Necessary materials: colored paper, scissors (to make different shapes), and markers

PLAN OF THE SECOND WORKSHOP

- **Action: Check in**

Aim of activity is to specify a specific arrangement on the work of the group. Leader of the workshop lists the clauses that define the arrangement on the flip chart, what his/her group members say. Example: "We start on time" or "We respect the different opinions" ...These sentences group recognizes as part of the deal, which is crucial to the continued work and uninterrupted learning at the workshop. After writing the arrangement on paper, each group member writes his/her name on the flip chart and thus confirms that he/she will respect the arrangement.

The time required for the activity implementation: 10 minutes
Necessary materials: flip chart, markers, pencils, masking tape

- **Activity: The scales of attitudes**

Peer educators stick the paper with the statement "I agree" on one side of the room and on the other side "Disagree". In the middle should be the statement "I have indefinite view". Leaders will explain to the group that in this activity different statements will be read, and that they will need to take a position in the room depending on how much they agree or disagree with certain statements.

They will do that by standing closer or further away from the location of the paper with the sentence "I agree" or, "I do not agree." When the statement was read out, and participants took their positions, discussion begins. It is good to ask for an explanation from people who are at "gender", but also those who have no opinion why this is so. Mention to participants that it is OK to change position during activity, if the other arguments have changed their attitude.

Some of the statements that can be discussed:

1. Soft drugs are not dangerous.
2. Nothing will happen to you if you try drugs just once
3. Once drug addict, always drug addict
4. Cigarettes are not PAS

LITTLE TRICK ;-)

You don't need immediately to mark the middle of the room with the statement "I have indefinite view." Thereby you'll avoid that most of the participants stand in the middle without even thinking.

The time required for the activity implementation: 20 minutes
Necessary materials:

- **Activity: Rapid role play**

Young people through acting promote positive behavior and influence on peers in their environment. The group sits in a circle. Volunteers sit on two chairs in the middle. One has the task to act drug addict person and the other his peer. The task is to show young people how they can influence in any way to their peers that have addiction problem and explain why it's bad. In this activity, the roles are changed so that when someone in the group felt the need to say something approaches the person sitting in a chair and gently touches his/her shoulder. This person gets up and new volunteer continues his/her "role".

The time required for the activity implementation: 20 minutes
Necessary materials: Chairs

- **Activity: Discussion**

Group members along with leaders discuss how they felt during the activity (what of the roles was more difficult, which were easier, what did they like and what not ...), which are the ways that can influence on their peers and explain them all the negative impacts of addiction.

Group together with the workshop leader sit in a circle and talk. At the end of this activity one of the peer educators reveals the flip chart (previously prepared). There are listed all institutions, organizations and persons that may be helpful if someone has problem with PAS. If someone has something to add, it should be written.

The time required for the activity implementation: 20 minutes
Necessary materials: flip chart, markers

- **Activity: Line up**

The aim of this activity is that group members get fun and increase energy levels. Group members stand up and use nonverbal communication, in silence form a circle from members of the group starting with ones with lowest number of shoes on the beginning of a circle, than larger number of shoes next to them and so on ending with a member of the group that bears the greatest number of shoes that closes the circle.

The time required for the activity implementation: 10 minutes

- **Activity: Check out**

Orally summarize impressions of the workshop. Group member express its opinion about the workshop and energy level at the end of the session. Group members orally expose what did they like, what didn't, what should be changed, what they all have learned during the workshop. All sit in a circle.

The time required for the activity implementation: 10 minutes

Conflict Resolution

Prepared by Ana Juskovic

Conflict is a clash, crash, dispute, struggle, and a fight between two people. It generally emerges between two close people "suffocating" both of them, it's important to both of them, you cannot escape from it because they must continue living together, and for both sides would be good to continue without bitterness and bed temper.

We're talking about the conflicts that you cannot solve by yourself but you can influence on them, and that, in fact, without your consent can not be resolved. We get caught in conflicts every day, for very small things or something big. Conflicts are inevitable and often not pleasant to us. There are a few of those who love fight and power measurement. Conflict situations arise when we cannot get something we need (beware, we are not thinking about objects, but also the feelings, beliefs ...) Usually an obstacle is someone else, someone who stands in our way, and as our need is greater, that person bothers us more. If another person is understood as an opponent, we usually set things like this: he/she or me, no one else! But it can also be different.

For the conflict the best is: to resolve them. If something doesn't matter much to you and to the other is – give in. But if it is important to you, then you have a real conflict, from which you can only get if it is resolved immediately. Sometimes, because of the situation, fear of possible entanglement in the conflict, distrust in yourself and similar reasons, you decide "not to make waves" and gave in under pressure from the other side. Other get what he/she wanted and you are annoyed, it isn't right so you sharpen yourself to the extent that you'll attack on the first occasion for something insignificantly. Or, consider the opposite case: you press the other and take all for yourself. You're satisfied, you won, but the other one is annoyed, waiting at the first curve to restore the same problem, or with that unresolved problem to burden your future relations. Poorly resolved conflict always comes back and can completely spoil relations with other side. Conflict is like a fire. If you do not extinguish it while it is small, it makes a fire that consumes everything.

People often think of conflict in the categories: I win or lose. Take for example you "fall into" the conflict with your sister. She insists that every Sunday morning you both together clean the room. And it is crazy fun for you, indeed! You keep wriggling, with learning as an excuse, and if that doesn't work on Sunday morning you suddenly get ill. One day the sister sets you at the table and says: "The issue of room cleaning we are going to solve once for all." You and sister can sit down like two enemies, but as two people who have a common problem. This problem interferes with both of you, and it is common interest to emerge from it. What can happen? Sister performs from a position of force, threatens you if you refuse obedience with the sanctions, and you give in. On Sunday you furiously clean up the dust and fantasize about getting some more sleep in the morning. You can also be a winner. You used all advantages, made a fuss, and even shouted that you don't care about stupid cleaning on Sunday morning. Your sister gave up, but hurt and disappointed. Who knows what she may come up with now? In the third situation, there has been such an argument that you and sister no longer speak. For a week no one had cleaned the room that looks like atomic bomb dropped in it. The fourth option is a serious conversation between you and your sister. Then everyone should say what exactly bothers him, and why it does not. The talks of this kind are very important in solving conflicts. Only after such talks a solution can come up with both sides benefit. It is difficult to guess in advance what solution will satisfy both sides in the conflict. It all depends on their needs and fears. For serious conflict resolution

we must learn not to take care only about our own interests, but also to know and respect others. In other words, try to understand how the other person really sees the problem.

Do not think it would be easy. It takes a lot of experience that one learns to recognize its and other people's needs and fears. This is something that you exercise, what to think! Don't be surprised if you thou have problems in deciphering of your own needs and fears.

The idea of this guide (especially this issue) is to inveigle you not to avoid conflict. We want to help you to properly defend your interests - in a way that increases your chances of a real success in doing so. And not only that you indulge others, but also your needs and fears to be understood and accepted, requires certain techniques and social skills that support the process.

Which ones? How does it work?

How can both sides be satisfied?

How long will it be difficult to find a solution that satisfies both sides depends on the severity of the conflict itself. If the conflict does not hurt too much, you'll easily find the right solution. The trouble is that in very important and deep conflicts person is not up to the task. Everyone being stubborn "buries itself" and don't give in not even an inch.

People are afraid that any giving up, even just talking will be perceived as weakness and the opponent will rush to take it all. Sometimes they even deliberately "horned" and "growl" to look scarier and more dangerous. There is no good solution of the conflict without speaking! Here will be discussed conflicts in which opponents are of approximately equal strength, or at least in a situation that is important for both sides to solve a problem, which is the case in conflict with the parents. They are stronger and more powerful, but also the children have their own weapons. Parents have reason to solve the problem with their children smartly.

So, *talk*! Words are magical instruments. I do not know if you have already experienced their power. You should try it. The very story of the problem sometimes decreases it. It is good to tell the problem to friend, not only to hear what he thinks about it, but how it sounds when spoken. If matter is too sensitive, such that even the best friend may not know, tell yourself out loud.

But out loud.

STEPS TO SMART RESOLUTION OF THE CONFLICT

APPOINT THE PROBLEM

Try not to complicate things more than necessary. The conflict itself is complication without needing extra feelings, excitement over the action, entering some new people in new issue and so on. In short, think about what is the real problem and what have you added in anger and excitement? Distinguish important from the unimportant. Focus on what really matters.

DO NOT IMMEDIATELY ASK IRREVOCABLY CLAIMS. DON'T BURY YOURSELE IN TRENCHES

It is important to learn to distinguish the position of the conflict parties from their real needs and fears. Positions are the first ones, "irrevocable" demands that you ask others, your firm stand that you deal in a certain way, your persuasion into full justification of the requests you posted, boundary or even walls you built against others, firmly fixed not to let him /her even one step further.

All this is accompanied by high combat readiness, willingness to beat anyone who opposed you. A huge number of conflicts seem intractable just because people were buried in trenches and didn't talk from the point of their real needs

On the other hand, revealing your true needs in front of the other person with whom you are still in conflict is not easy. Discussion of needs shouldn't be full disclosure of your thoughts and feelings. You should talk about them honestly, but no more than it's necessary for other part to understand what you want. Discussion of needs, therefore, doesn't imply to throw yourself into the arms of one another and cry on his/her shoulder. But it does mean you have to be honest and straightforward and you have to show somehow how you all care about.

SEEKING AFTER SOLUTION

The types of solutions:

a) *The solution in which both sides benefit*

The best is solution that allows both parties to the conflict to get exactly what they are looking for. People are different! These differences make it easy and not make it difficult to resolve conflicts. Everyone wants something else. You just have to explain and understand what people want.

b) *Compromise*

Compromise is also a good solution to the conflict situation, but not like previous. Everyone give in a little, both sides share the loss, but still have benefit. This is a quick and fair method of dispute resolution. With compromise both sides preserve the dignity; the problem is only that both remain somehow unhappy.

c) *The game of luck*

If no compromise is possible to come up quickly, one can go on luck. He throws a coin, pulling the straw, or does something similar. The whole thing is left to force majeure. But there is no remorse afterwards. This is good for something irrelevant, for which we don't want to wait for.

d) *Loosening on the other side*

When it comes to something important, loosening is not the solution of the conflict. If there aren't essential needs in concern, or if it's more important to evade the conflict and preserve the relationship with the other side, then loosening have sense. This of course applies to all cases where the opponent is more powerful than you. And then it is sometimes wise to loosen. But remember; don't loosen always towards the powerful one. Fight when you care a lot about something. After all, maybe he doesn't care so much.

e) *False Conflicts*

It can happen that after serious discussions the two sides find out that, in fact, they are not in conflict, and it is a common misunderstanding. For example, someone told to someone that someone else ... and by checking we find out that no one said anything important. Person is simply relieved and ashamed that didn't check the sources earlier. The conflict, therefore, is the problem from which both sides have headache. Both sides should participate in conflict resolution: they are not enemies; they are associates that commonly think over on how to resolve the matter. So it's not enough just to meet "face to face", they must be "shoulder to shoulder."

DEVELOP A SOLUTION IN ACTION

As you come up with a solution, it is important to make arrangements regarding the first step to make to achieve it. Therefore, be very specific! It is not bad to predict also penalties for not fulfilling the agreement.

ABOUT ARRANGEMENTS

Contracts are very important. On them rests each governed social relations: Family, State, among friends ... Much of that in everyday life that we take for granted is actually a question of agreement. For the fact that laundry in your house is washed and that there is something to eat around noon, you can thank your parents who agreed to organize family life. That your best friend will immediately report to you where you can find the film that you are looking for weeks is the result of your tacit agreement to do each other services when you can. Such agreements make life easier. Try to imagine what would happen if no agreements would apply. Chaos is the fun at the end of the school year or the masked ball, but to live in chaos - it is something else. Breaching the agreements, even if it passes through them, corrupts relations between people. Ability to make appointments, and more importantly, to comply with it, is a sign of maturity.

RULES FOR FAIR PLAY

To be successful in resolving the conflict cooperate, it is necessary to agree on fair fight rules. Of course, it's hard to be fair and respect the rules when you're angry, hurt or frightened, but worth the effort. The benefit is mutual.

Here are some rules of fair fighting:

1. Talk about the problem;
2. Performance peacefully;
3. Attack the problem, not the person;
4. Focus on what is important at this point;
5. Respect other people's feelings;
6. Take responsibility for their actions.

USEFUL SKILLS FOR CONFLICT RESOLUTION

LISTENING TECHNIQUES

Very often our listening to other people is supposed listen. We look at them absently and only lurks opportunity to jump in with our ideas. We are anxious they finish as soon as possible. In fact, the most fun is to listen to you. When we are in conflict, the more often we do this, and then it is very important to listen. Why is it important? First, listen to someone means that you respect him. Second, listen to someone means to know something about it: who is he/she and what he/she wants. Third, listen to someone is possibility for you to be heard also.

ACTIVE LISTENING

Active listening means to show real interest in what others are saying. This means that we are really trying to understand each other, to check how we understood it, to actively inform ourselves about new data and to interpret what we hear. This is one of the most powerful techniques to talk with someone, and not to insert our own ideas in that conversation.

COMMENTS OF SUPPORT

We show that we hear by making comment occasionally, "Oh no!" "Oh, you are kidding" "Really? "" interesting? "" Whatever you say? " and so on. We can be more extensive like "And what do you say to that? "" Tell me all over again! "" Is it important to you?" and so on.

QUESTIONING

The presence of the spirit and interest in what others say we can show by seeking for explanations, inquiring for details, inspiring stories of issues, for example: "And what happened then?" It is good to check that you understand the speaker. For example, we might ask this: "Do I understand - you felt so played out him ...?" or "Correct me if I'm wrong, but I find that you ...?" The questioning should not be exaggerated, because then it starts to interfere with the speaker. Repeated questioning may be understood as an urge, as a sign of nervousness listener. Harsh inquiry can begin to resembles the hearing, cross-examination and like. Thus, ask with a measure!

SILENCE

What happens if you just keep silent while others speak? Do you still keep silent in the same way? It is important that while we are silent we show that we are there, following the speaker. We look at it, we affirm with head, we turn to it, and we are patient. Silence is golden! Sometimes it really is. If we are friendly silent, we can even hear something that with questioning we wouldn't find out. Some people are simply nervous when there is silence, a pause in the conversation. They feel the need to fulfill the silence, and then they talk, talk ... Others, however, are grateful that someone wants to hear. Silence may be also threatening. Do not be silent in that way!

WHAT ELSE HELPS TO SOLVE THE CONFLICTS?

Express your feelings.
Express your needs.
Say clearly your expectations from each other.
Think about the other.
Be polite.

Courtesy is not joking, it is a way to even say something unpleasant, and that others are not harmed, at least not more than they should be. Because if you hurt them, it is known, not even your problem will be solved.

HOW TO PLEAD GUILTY? HOW TO APOLOGIZE WHEN YOU'RE GUILTY?

Sometimes it is difficult to admit guilt for something we did. We are contriving in order to avoid in front of the others to confront with our own mistake. It seems that this is the hardest thing in the world, that we will lose face. We make it crazy, we get tempted to accuse someone else or simply refuse resolutely if anyone suspects us. The consequences are, in most cases, lost trust, deluded friendly relations, and even "a stone never falls from the heart." The willingness to admit guilt for something we made and apology to another person are very important to maintain good relations with people. At the same time, should respect a few simple rules:

- Do it as soon as possible because the longer delay the conversation, the harder it will be for both sides;
- Explain what happened;
- Offer a way to fix the error.

People usually react positively to the apology. However, if happens that even though you apologize anyone starts yelling at you, then you should in the same vein, once again repeat what you said, until things cool down. Watch out, don't pretend crazy when you do something wrong! It is always better to apologize.

Workshop models

Workshops: Conflict Resolution
Target group: Young people aged 12 to 16 years
Number of participants: up to 15
Necessary materials: flip chart, paper, pencils for each participant, markers
Number of workshops: 2
Workshop duration: 90 minutes
The problem that we want to solve with the workshop: Increasingly, the outbreak of conflicts between youth.
The workshop aims: decrease the number of conflicts that emerge among the young; strengthen young people to resolve conflicts in a nonviolent way.

How to achieve the goal?

Informing young people about conflict;

- Transfer of knowledge to young people about the evolution and development of the conflict;
- Analyze the conflict and recognize the individual style of conflict resolution;
- Identify different phases of conflict escalation;
- Develop the skills of young people to: cope with difficult emotions, and administration anger; solve problems without attacking personalities, raise awareness of links between anger and behavior change attitudes to accept the consequences of their own violent behavior, increase levels of self-respect and respect for others participants.

PLAN FOR THE FIRST WORKSHOP:

RECOMMENDATION

In order to establish mutual communication is best to form a circle with the group. To meet with each other, if they do not know, should be conducted primarily the activity meeting.

- **Activity: Nick name**

Workshop leaders introduce themselves and tell the participants that everyone says their name, if he/she knows how got it, whether he/she likes it or not and why. If you have a nickname, tell how you got it, do you like it or not and why. Would you like to have another name and why?

The time required for the activity implementation: 15 minutes

- **Activity: Brainstorming**

All participants will say what does the word "conflict" reminds them of and what they knew about the subject. Comment with them until you find pretty common definition. After you have made the definition of the group now leaders talk to group about conflicts, about how they emerge, why and how often. You may use the theory from this manual. Young people can be free to ask about this subject, they say their opinions and share knowledge with peers.

The time required for the activity implementation: 40 minutes
Necessary materials: flip chart, markers

- **Activity: Energizer – Massage**

Participants are divided into groups of three. Two members of the group are massaging the third one which is tilted towards the ground with their hands. They then change.

The time required for the activity implementation: 10 minutes

- **Activity: Newspaper article**

Divide participants into groups of 4 members and they should write a newspaper article about conflicts, which will inform their peers who were not at the workshop about what they learned today about the conflict. When they write articles, let them read. Let them share their opinions on articles. Possible questions for discussion: How was it cooperating in a group? How did they split the roles? Did they like the articles? Are all the articles convey what was addressed in the workshop? Do they think that something might have been different? If yes, what?

The time required for the activity implementation: 20 minutes
Necessary materials: paper, pencils, markers

- **Activity: Evaluation**

Have all participants write down on paper and then read what they have learned at today's workshop. (At least one thing).

The time required for activity implementation: 10 minutes
Necessary materials: paper, pencils, markers

PLAN FOR THE SECOND WORKSHOP

- **Activity: An Introduction to the Workshop and renewal**

At the beginning leaders welcome the participants, introduce what will be done check the mood of the participants who came to the workshop. After that the participants will discuss what they remember from the previous conflict resolution workshops.

The time required for the activity implementation: 10 minutes
Necessary materials: printed flip chart with the last workshop

- **Activity: Energizer – Shrimps**

All are divided into groups of three, while the leader gives instructions: "Your group is a crab that has to walk, and has a 12 foot (feet and hands of three members of the team consists of 12 legs). Now there are 9 crab legs (which means someone has to raise his arm or leg in the air, so that on the floor are only 9 feet), and 7, and ... (Number of legs is reduced to 3). "

The time required for the activity implementation: 5 minutes

- **Activity: Theoretical input**

Handouts are shared to participants of the workshop (see Glossary). An example of handouts you can find at the end of the manual in the Annexes (page 92). Each of the workshop participant read one paragraph. After each unit they talk about what is read. Does anyone recognize such behavior in itself or others? When one acts in such a manner?

The time required for the activity implementation: 20 minutes
Necessary materials: handouts

- **Activity: Role play**

Participants are divided into groups of 3 participants. Let each group present through role play (acting) of one conflict from the moment of its arising until the moment of its solution. Give them 10 minutes to figure out how to present conflict, and then let them show it. Later discuss how they felt while presenting a conflict, why they chose that one conflict, that one solution...

The time required for the activity implementation: 30 minutes
Necessary materials: paper, pens, pencils, markers, masking tape, glue, glass ... (diverse materials for scenery)

- **Activity: How to learn from the conflicts? (Newspaper article 2)**

Divide participants into groups of three people. Let them write down how we can learn from conflict situations. Let them save those articles, and thus they will be a reminder of what they learned during these two workshops.

The time required for the activity implementation: 10 minutes
Necessary materials: paper, pencils, markers

- **Activity Evaluation and check out the workshop**

Let everyone write on a paper what they liked in the workshops, what did not, what he/she taught and how will he/she use the acquired knowledge in its life. Thank to young people who attended workshops and give them feedback on their participation in the workshops.

The time required for the activity implementation: 10 minutes
Necessary materials: paper, pencils, markers

Multiculturalism

Prepared by Snezana Jovanovic and Ivana Novovic

For a culture it's common thought to be "a software" based on which people function in their everyday life; it is commonly described as the basic beliefs, values and norms that people follow.

Often, thinking about culture implies thinking about the interaction between cultures. Many authors argue that without the existence of more than one culture it wouldn't be even talking about that particular culture, i.e. about the culture in general. The differences we observe among people in how they think, feel and behave are the reason why we are aware of the culture. It is therefore impossible to understand culture as concept in the singular, on the contrary, it is always about - cultures.

*** Cultural identity:**

- includes all those symbols and their meanings that determine the affiliation individuals and groups in a community and which distinguish them from other people and their cultures.
- a form of collective and individual consciousness, feelings and behaviors, which show belonging to a community. (Avramovic, 2008).
- different objective components (language, traditions, customs, mythology, science and discursive consciousness), and subjective experience (varies from individual to individual).

* **Cultural identity is expressed as:**

- daily (food, housing, dress, play, fun)
- creative (art, science),
- historical and political (religion, government).

*** MULTICULTURALISM (CULTURAL PLURALISM)**

Multiculturalism is an idea or ideal of harmonious coexistence of different ethnic and cultural groups within a pluralistic society (Stojkovic, 2002)..

In ideological terms it means:

1. supporting harmonious relations between different ethnic groups and
2. defining the relationship between state and ethnic minorities.

The main goal of this project is to foster the concept of tolerance, dialogue and respect for different cultures and democratic state as a reliable political framework.

Famous models:

- Canadian "mosaic"
- American "melting pot"
- "multicultural idyll"

In the area of creativity - inspiring, in politics potentially conflicting.

* **INTERCULTURALISM implies permeation of different:**

- culture, equal rights and opportunities for all cultural groups, dialogue and mutual understanding.
- equal value of all cultures and their specificity without merging and subjection.

* **The importance of working with youth**

Iceberg model focuses our attention on the hidden aspects of culture. This model recalls that, in intercultural encounter, first perceive similarities that can, in fact, be based on a completely different assumptions about reality. Among young people, cultural differences sometimes are not clear: young people around the world prefer to wear jeans, listen pop music and they need access to e-mail. Therefore, intercultural learning means that the first must become aware the lower part of the iceberg of its own, and then be able to discuss it with others to better mutual understanding and finding what we really have in common.

Workshop models

Workshop on: Multiculturalism
Target group: Young people from 12 to 15 years
Number of participants: up to 15
Necessary materials: flip chart, paper, pencils, markers, pencils, chairs, newspapers, rope...
Number of workshops: 2
Duration of workshop: 90 minutes
The problem that we want to solve with the workshop: lack of information about the idea of young multiculturalism
The workshop aim: to raise awareness for young people and introduce them to the theme of multiculturalism:

- Raise the level of knowledge about what is cultural identity;
- Raise awareness about the importance of cultural identity;
- Increasing the level of understanding of different cultures /nationalities / religions;
- Raise awareness of youth about prejudice, about different cultures / nationalities / religions;
- Raise awareness of youth about the benefits of intercultural learning - as well as the acquisition skills of tolerance, understanding, acceptance and respect for diversity.

PLAN FOR THE FIRST WORKSHOP

- **Activity: Brainstorming on the subject of multiculturalism /interculturalism**

The aim is to talk to young people in order to observe how well they are familiar with these concepts. Explain to the group what to do. The group is sitting in a circle and saying words that are associating to the multiculturalism. One of the educators writes ideas on the flip chart. When the brainstorming is over there is already prepared flip chart showing the models of multiculturalism and interculturalism. See the picture.

The time required for activity implementation: 15 minutes
Necessary materials: flip chart, markers for writing

The appearance of the flip chart

- **Activity: Working in small groups**

Participants are divided into two smaller groups. One group should present the idea of multiculturalism and the other the idea of interculturalism. The aim of the activities is that young people present their work within a group and present these two models. Each group in its own corner does presentation. See example.

The time required for the activity implementation: 15 minutes
Necessary materials: paper, pencils, markers, stickers, scissors, string, plastic cups, water color pens.

An example of presenting of intercultural models

Training for youth leaders, Children's Home "Mladost", Bijela

- **Activity: Presentation and discussion**

The aim of activity is presentation of what the group has done and exchange of opinions. Groups, one by one, go out and present their work, exposing what they have worked together, commenting on the way they worked within the group, exchanging views with other members. 5 min for each group, 10 minutes in total and 15 minutes for discussion.

The time required for the activity implementation: 25 minutes

- **Activity: Different but the same**

The aim is that two groups present prejudice they are facing with through role play model, or to present where the problem occurs when we talk about different cultures. Group is divided into two smaller groups and each chooses one situation in life they are going to present.

The time required for the activity implementation: 10 minutes
Necessary materials: Chairs

- **Activity: Role play presentations**

Groups present their sketches and then discuss it. Sub-groups are sharing their experience with the whole group, talking on their experiences, what needs to be changed and how to affect to combat prejudice.

The time required for the activity implementation: 15 minutes
Necessary materials: Chairs and free space

- **Activity: Fruit salad**

The aim is to raise the energy level in the group and entertain participants. One chair is removed from a circle, and all participants are given the piece of paper with drawn fruit on it (pear, apple, plum...). Volunteer stands in a circle and instructs: "LET's STAND UP, for example PEAR ... "All those who are "given" pear have to change places and move to another chair. Someone who failed to take the place stand in a circle and set the next instruction (example: some other fruit). When all walked in the game, one of the trainers says: "FRUIT SALAD "and briefly explain:" Now everyone stands up and look for a free spot."

The time required for the activity implementation: 5 minutes
Necessary materials: Chairs

- **Activity: Evaluation**

The aim is that the group express what they liked and what needs to be fixed and how are they satisfied with the workshop and workshop leader. The group is sitting in a circle and on the sign of the leader rise from a chair if he/she is satisfied with the workshop, they stay sitting if workshop was not anything in particular, and rise from a chair and kneel if they do not like the workshop.

The time required for the activity implementation: 5 minutes
Necessary materials: Chairs

PLAN FOR THE SECOND WORKSHOP

- **Action: Check in**

Checking of the workshop participants how do they feel and whether they are ready for the work. Depending on their energy levels activities would start.. If they have low energy, it is time for energizer. See a list of games on the page 104. If it's ok, introduce the participants with a plan of the workshop.

The time required for the activity implementation: 5 minutes

- **Activity: Discussion - "Why differences separate people, why not connect them?"**

The goal is to actually answer this question. All are sitting in a circle and talking.

The time required for the activity implementation: 10 minutes
Necessary materials: Chairs

- **Activity: Game "Present diversity"**

All are sitting in a circle, and wearing head cap made of paper with a names of some nationalities. A person must not personally see what is written on the cap, others certainly can. The person sitting across should describe as close as he/she can the nationality on the others cap with facial expressions and nonverbal communication while the person with the cap need to hit it.

The time required for the activity implementation: 20 minutes
Necessary materials: Colored paper, markers

- **Activity: A Brief Evaluation**

The goal is that everyone in the group say how he/she felt during the games. The group is sitting in circle and talking.

The time required for the activity implementation: 10 minutes
Necessary materials: Chairs

- **Activity: Tree**

The goal certainly is to entertain a group, but also to consider what is it that you can put on the crown of a tree and that is one characteristic or just a term that is connecting people or that may have effect on differences to connect them. Everyone is an individual: one takes the form of paper that looks like crown and writes what it thinks should be glued to the tree.

The time required for the activity implementation: 15 minutes
Necessary materials: Paper, flipchart, markers, and crayons

- **Activity: Discussion**

The appearance of the tree and comments about treetops which make it - All are sitting; a volunteer comes out and reads.

The time required for the activity implementation: 15 minutes
Necessary materials: Chairs

- **Activity: Evaluation; Check out**

How did we feel at the workshop? The evaluation is literate. Participants are getting stickers on which to draw a character/little fellow, depending on how they felt at the workshop. Leaders share their impressions about workshops with the group and thank to the participants.

The time required for the activity implementation: 15 minutes
Necessary materials: stickers and markers

Free Time

Prepared by Kristina Djurkovic

Free time is a time without obligations; that we devote to our personal desires, skills, entertainments, interests. The most common types of designing free time are: sports, traveling, reading, movies, music, entertainment, amateur creativity, activism, and volunteerism.

We live in a time where free time is pure luxury. We are all doing something, somewhere in a hurry and never have enough time to do everything we had in mind or what, just have to do. Sometimes it referred only to those a little older, but this "madness" slowly grabs also younger population. It is increasingly common among young people and we meet with phrases like: "I am in a terrible hurry" or "I have a great crowd." Young people have more responsibilities and less free time, which would devote to something of their choice.

So, how does today's youth "luxury" themselves? Each individual has its own interests where to devote its free time, but it all depends on the opportunities and the environment in which people live.

Today young people are mostly left to themselves. They are mainly engaged in computer games or the Internet but still, not a small number of them engage in social activities, latest research shows. Offer for alternative content is very poor and just a few offered programs/contents are often driven by non-professional, most often it is difficult/impossible to financially escort.

Confirmation for the above said are surveys with a target groups (youth, parents), the conclusions of the group stakeholders (experts in various fields: education specialists, teachers, psychologists) and examples of a similar views of a problem of free time for young people in the region.

Montenegro has a lack of structured care about the way how young people spend their own time - in favor of the data obtained clearly demonstrate the process of consultation with young people during the development of NPAM-a[5] , and the results of regional research Forum Syd Balkans Project – ex PRONI project (conducted in the Balkan region, 2002.).

When it comes to creating a field of youth free time - time out of the mandatory activities within the formal education system that young people spend in family or general community - the results indicate that about 31% of young people in Montenegro "has a lot of free time, "and that about 70% of them are mostly satisfied with the way they are implementing it.

About 30% of young people surveyed expressed dissatisfaction with the organization of their free time. Based on the analysis of structure and quality of activities for this time filled, most of free time (49%) young people spend with peers, listening to music (51.8%), playing sports (38.4%), helping parents at home (28.4%) or through "Nightlife" (13%).

We conclude that young people spend their free time pretty passively and without structure, not recognizing it as a possible space for personal and social development.

A significant percentage of young people who participated in the first round of consultations during the preparation of NPAM-a (46.5%), has estimated that dealing with the organization of youth free time is extremely important and enrichment in the areas of extracurricular activities in schools (opening Internet clubs, sports facilities and reconstruction, etc.) and in the wider community, including suburbs (developing programs that encourage community participation, cultural and sports content, support development of young talent and establishment of youth

5 *NPAM - National Action plan for Youth*

clubs, etc..)

Adults who work with young people recognized the lack of structure of youth free time as a priority. It was pointed out also the lack of adequate programs and institutions/organizations to address them in a professional manner. At the same time, the results of a research lead to the lack of support to organizations engaged in organized taking care of free time by local government, and higher instances in Montenegro. These activities are mainly dealing with civil society organizations, rarely religious communities or local authorities.

Extra-curricular activities within the educational institutions of different levels do not offer enough opportunities to develop interest in quality designing of free time among young although the program of free activities is determined with the annual program of the school, and teachers are obligated, in addition to the statutory standard hours for theoretical instruction, part of the remaining hours (1 hour per week) devote to organizing cultural, sports and other useful and human action in which participants work together. The fact is that in schools and universities do not have enough adequately trained personnel who would be motivated to create and implement this type of program. The number and quality of extracurricular activities is different and varies from school to school, and free time activities are achieved through student organizations, clubs, sections, associations and similar.

The experience of Montenegro can be compared with experiences of other countries of former Yugoslavia, which indicate a lack of youth participation in decision-making system and the creation of free time activities.

When initiated by young people themselves, shaping, conducting and designing of their free time programs, local governments often do not find a way to sustain and to provide them spatial working conditions. Many attempts of self-organization among young people and support of local community with their ideas, after an initial period of enthusiasm, fail due to lack of financial resources, space for assembly meetings or due to lack of trust of the community. What is common to the real situation in the areas of culture and free time of the youth, is manifested through: the lack of multi- purpose youth centers (primarily at the local level), underdeveloped communication of relevant government structures/institutions and young people in the design and activity implementation - the already mentioned lack of youth participation, insufficient and inadequate financial support and cultural activities for organizing a structured free time. Also, very few activities that are organized outside the major cities and objects in which are played different programs in the field of culture and sport are often unavailable to youth.

FREE TIME AND VOLUNTEERISM

The results of the survey indicate of un-recognizable importance of volunteer service in Montenegro as a possible space for youth activism and structuring their free time, and expressed "disappointment and distrust of citizens in the government and public institutions," conditional transitional socio-economic crisis. So, volunteers are no longer perceived as "people with good will who are ready to make their time, skills and knowledge devoted to the work, no money compensation, in order to implement some social change, whether at the micro or macro social plan, but is treated as a volunteer "work for free" or " illusion for the naive ones."

The reasons lie in a limited engagement of volunteers and "lack of information on the scope and type of tasks that volunteers can perform within the institutions, poor economic status the institutions themselves, as well as lack of incentive legislation that institutional encouraged volunteerism in general." Underdevelopment of volunteer services and unrecognizable their importance as a form of "lifelong learning" and constructive free time of young in Montenegro, reduces opportunities for youth involvement and contribution to community development democratic basis.

WHAT TELEVISION DOES TO YOU?

Television is not an innocent member of your family. People that are devising programs have powerful influence on your behavior. Watch the program and, like, forget everything. Well, you don't forget! You, somehow, along with the hero from series or movie by watching live out situations; they become yours, almost as much as actual experience. A hero becomes close to you, his problems are also your problems. Some people "detach" to the extent that television experience for them become more real from actual experiences. For example, they start to behave, dress, speak and think like a hero on television.

Therefore, careful with the TV! Do not let it affect your essential beliefs.

Learn to watch television critically. How does it work?

1. Make plans to watch television. Do not push the channels until you find something. First look in the newspaper what you would like see, and then watch it. If you have a possibility to record a show that means you will be able to watch it when convenient. Subordinate TV schedule to your commitments.

2. Do not believe all you hear on television. Check things. Ask around; take a look at encyclopedia. If some event is particular subject of information, than turn to other channels and compare how they report it. It can happen that you see on television only one of the possible opinions, only one of the possible views. You should be aware that this is not the only view. Many serious people doing foolish things and many nice people do very not nice things.

3. If you watch TV with someone, talk at the end of the show about what you have watched. Examine the understanding of others, whether he would do the same, whether it could have happened otherwise. Talking about TV shows is a convenient way to find out about your loved ones something they would not normally say. Commenting on the behavior of TV characters, they would say a lot about themselves.

4. Try coming up with the TV business. Think a little about the technology of making some issue: how is it possible to make a movie effect; through what the man who recorded some rare scenes from the life of animals had to go through; how was an event presented - whether it is clear what actually happened, whether real data and relevant information are presented, and so on. Because all that is, however, what people do.

How would you record such a show if you were directing? What solutions would you choose for your heroes to behave, in what environment would you settle all...? In short, how would you do that?

Workshop models

Workshops on: Free time
Target group: young people age 15 to 18 years
Number of participants: up to 15
Number of workshops: 2
Workshop duration: 90 minutes
The problem that we want to solve: Lack of information on how to implement youth free time
Aim: The impact on the motivation of young people to use their free time better
How to achieve the goal?
- Informing young people about ways of spending free time;
- Raise awareness of the importance of spending quality free time;
- To make visible the need to use the free time usefully.

Developing skills:
- For planning time
- To make priorities and develop creativity.

Necessary materials for implementation of a workshop: pens, paper, crayons, fat crayons, markers, flip chart, stickers, masking tape.

These activities are carried out preferably on the open space, if such an organization is possible.

PLAN FOR THE FIRST WORKSHOP

RECOMMENDATION
In order to establish mutual communication it is best to form a circle with the participants

- **Activity: Introducing**

First phase: presentation of group leaders (tell them from which organization you come, why are you here, inform them briefly about the curriculum of workshops and what you would like to achieve. Realizing these workshops with them, tell them exactly why you chose them and why you think that this group needs such a workshop); Express your gratitude and pleasure that the young came to the workshop.

Phase Two: Introduction of leader to the group

Activity: We do not know each other, but I will teach you: Let's everyone in the group says its name and its favorite proverb (Proverbs). Example: "I am Janus my favorite proverb is - The one who is early grabs two snatches of happiness."

The time required for the activity implementation 10 minutes
Necessary materials: Paper, flipchart, markers, and crayons

Once you got familiar with the group, and when the group members get to know each other (in the case they do not to know each other), you should start working. To encourage young people to think about this subject, and in order that you and their peers hear every opinion on the subject you are working with in this workshop, will help the next activity.

- **Activity: Brainstorming**

Each participant will write on a self-adhesive sticker what the free time reminds him of and what he thinks and knows about the subject. When they all do so, they shall put stickers on the flip chart. Again, form a circle and read the stickers. Then talk with youth about the subject, to make sure that everyone understands the term of free time.

The time required for the activity implementation: 20 minutes
Necessary materials: Paper, flipchart, markers, crayons, pencils, post-it stickers

Young people need to hear how their peers spend their free time. Words of their peers are more likely to be accepted than the words of trainers and older. If you cite the group members to think about how they spend their free time and to share with their peers, you will discover some new, useful ways their peers spend their time (visit the cultural and social events, a lot of time on open). Beside these useful experiences, they will find ways that they should not be using or should reduce their use (too much time sitting at computers and televisions, in closed rooms with loud music). This will be achieved as follows:

- **Action: This usually looks like an ordinary day**

First: Everyone should write how their most ordinary day looks like, from the moment when they wake up until bedtime. That is, to write the activities performed during the day. Time required: 10 minutes

Second: Young read what they wrote. Time required: 15 minutes

Third: Discussion. Young people express their opinions on how their peers spend their free time. They say what activities they like and which not, out of the activities agenda of their peers. Perhaps some of the activities they would use less than their peers, and some more. Because, as noted above, peer reviews are important and valued. Time required: 20 minutes Time required: 20 minutes

The time required for the activity implementation: 45 minutes
Required material: paper, markers, crayons, pencils

NOTE

The papers on which participants reported their day plan should be kept because it will be needed for the next workshop.

- **Activity: Evaluation**

Phase One: Evaluation of materials
Let everyone write on the flip chart at least one thing he learned at the workshop.
Phase Two: Evaluation of impressions
All participants have to say one word about how they felt at the workshop.
Time required: 10 minutes
Checking out the workshop and scheduling the following one (you should arranged with a group what time suits to you both)
Time needed: 5 minutes

The time required for the activity implementation: 15 minutes
Necessary materials: flip chart, markers, crayons, pencils

PLAN FOR THE SECOND WORKSHOP

NOTE
Its preferred that somewhere in the workspace should be also flipcharts from the last workshop, on a visible place.

- **Activity: Introduction to the Workshop**

Express satisfaction and appreciation to the group and present the plan for today.

The time required for the activity implementation 5 minutes

- **Activity: Energizer "a hen and a hawk"**

Choose two volunteers (one as a "hawk" and other as a "hen"). The rest are "chickens". "Chickens" hold the "Hen" as they hold each other around their waist standing in the column. "Hen" spreading hands protects "chicken" from the "hawks". As soon as the "hawk" touches one of the "chickens" and without touching "Hen", "hawks" and the "chick" change roles.

The time required for the activity implementation: 5 minutes

- **Activity: Minus and Plus**

During the last workshop, participants reported operating activities during the day and discussed them. Now they need to distinguish between quality and non quality ways of spending free time.

Divide the flipchart into three parts. The order of the columns should be: negative (activity, whose use should be reduced, canceled or adjusted, by adversely affecting the health and behavior of young people); effects (frequent repetition of these activities), positive (activities that should be implemented as often as possible, as they have a positive impact on the health

of young people, and contrary to the negative). For example: negative - too much sitting at the computers; Consequences: may have a negative impact on the type of young person, possible deformation of the spine and so on. Positive: instead of the computer, play outdoor games. Group (in coordination with the leader) should list the cases that would apply to the given column. Let everyone in the group say at least one case, why he thinks that something needs to be placed in the column "negative". For example, what are its consequences and what is the "antidote" of the case, or what will go in the column "positive". Before typing anything, please contact the whole group, ask them whether they agree with the opinion of the person cited a specific example, and invite them to explain their thinking. So, now, the group will have in front of them what they should and what shouldn't they often do during their free time.

The time required for the activity implementation: 25 minutes
Necessary materials: flip chart, markers, crayons, pencils

- **Activity: Express your opinion through creativity**

Let each participant present one creative column from the previous activity. Let them take an example of what they think should be less used, but what they and their peers are using a lot. And, in the second half of the paper let them show a possible replacement for the action (Positive return), or how should they spend their free time, and to spend it in quality manner.

Time required: 15 minutes

When all have finished drawings, let's have each participant tells the group why he/she thinks that it is the worst/best way on which his/her peers spend, or should spend their free time.

Time required: 15 minutes

The time required for the activity implementation 30 minutes
Required Material: paper, markers, fatty crayons, colored pencils

- **Activity: Reflection on the activity of my ordinary day from the previous workshop**

Everyone takes the paper on which it has written plan of its own ordinary day during the last workshop. Give them 2 minutes to read what they wrote on the given paper, each for itself. When everyone read it, let them tell you in what kind of order they would make changes for the future, if they'll do any changes. For example: "I spend an hour a day at the computer playing games. I realized that I would be better if half an hour I spend at the computer, check mail, and the remaining half an hour I'll spend out there, playing with my sister. "

In this way, you will conclude that the workshops made young aware, how much they understand problem, and what changes should they introduce to settle it. Other group members will find how much their peers resolve to organize their time in a quality manner.

The time required for the activity implementation: 15 minutes

- **Activity: Evaluation**

Let everyone write on paper their impressions of the workshops: will they benefit from them; what they liked and what not, what they would do differently, and so on. You can prepare some finished questionnaires, if you are able to.

The time required for the activity implementation: 5 minutes
Required Material: paper, pencils, and pens

- **Action: Check out the workshop**

Thank to participants for attending workshops, and share your impressions from the workshop with them.

The time required for the activity implementation: 5 minutes

Glossary of used terms and terms with which you can meet through peer education

• Adaptation

Ability of a living being to adapt to circumstance, in our case, people adapting to new situations.

• Adolescence

Intense period of human development, from late adolescence to adulthood, and to some authors since the end of childhood to the acquisition of maturity. Most often used as a period of adolescence is time between age 12-14, to 18-21. year.

• Adolescent

girls or boys in adolescence.

• Adolescent crisis

Normal, growth psychological crisis, related to the transition from one social status to another, that occurs during adolescence and, as a rule, spontaneously to overcome.

• Adolescent groups

informal groups of young people, roughly the same age, with a similar or the same basic principles, interests and world view that has its norms and behavior patterns.

• Aggression

powerful attack when using physical force, verbal abuse or physical attitude and confronter gestures.

• Active listening

skills of listening to another person with care and respect, with clear (verbally and nonverbally)

making it clear that we hear, including a number of techniques to understand the feelings and the needs of other side.

• Altruism

sympathy to others, love for others.

• Arbitration

procedure in which a third party or third parties in the conflict take over the role of supreme assessment situations, offers, or even impose its own solutions to problems, calls for the authority, rules, previous experience.

• Assertiveness

express feelings, needs, ideas, beliefs in a way that respects the other person.

• Brainstorming

Quick listing or write ideas without thinking about their meaning, adequacy.

• Centrations

focus on itself, the inability to put oneself in a position from another person, to look at things from his/her point of view.

• Target group

beneficiaries of the project/programs that are in a different contexts in the community, and grouped according to a similarity, for example subgroups of young people in music styles, or users who express the common needs at any level.

• Check in / Check out

Check in/out, check in the workshop serves to introduce the program to group and goals that are intended to achieve. Check out is used in order to see how these objectives have been achieved, how the group feels after this workshop, as well as to provide the necessary information (on next workshop, the literature where the extra can be found on a particular topic ...)

• Check list

list that consists of pre-prepared items that are for some reason checked.

• Decentration

ability to put oneself in another persons position, to understand others and themselvesview from another's perspective.

• Child (the Convention on the Children's rights)

every human being below the age of eighteen years unless it is in a given State of majority is attained earlier.

• Diffuse groups

group that is not fully constituted.

• The discourse of violence

phenomenon in which power structures and authorities are beginning to disqualify a party of the conflict, or each other, and in language that is used more and more threats and ultimatums.

• Donor

individuals, international or national organizations that provide funding forrealization of a goal or plan.

• Corporate social responsibility

idea of social responsibility of individuals and operating companies, which is related to the principle of sustainable development, where commitment is the basis of ideas and measure the impact of its actual and potential decisions and behavior on social and natural environment. This concept involves development of individual and collective awareness of the consequences of their decisions and behavior in the global level.

• Educational goals

Objectives to be achieved in a peer education must be well designed. Created with intent to influence knowledge, attitudes and behavior (example: to raise awareness of the dangers PAS abuse).

• Egocentrism

tendency to consider only its own state and orientation, and to neglect behave and survival of others.

• Empathy

clear understanding of feelings, needs, thoughts and desires of the other side, without a trial and evaluation, compassion.

• Emotional intelligence

The ability to recognize emotions, their clear identification, understanding, ability to control and use to express thoughts. Emotionally intelligent people do not confuse easily and rarely complain for its decisions or actions, and make a handle stress well. They accept all challenges, do not break under pressure, have high self-esteem and are aware of their values,

and are satisfied with their lives. It should be noted that unlike IQ, which is defined by birth, EQ can be developed, and increase of it can be done regardless of age.

• Escalation

excrescence of the conflict, further development of the conflict spreading and deepening.

• Evaluation

in youth work it is a principle of using critical analysis of the effects of individual and group level work, the success of the organization of work and self-assessment of success and development of people involved in youth work. Evaluation is the basis of learning and development.

• Phase

level of development.

• Facial expressions

many people consider it as the most important form of nonverbal communication or facial expression. Every man has specific facial expressions and gives everyone an individual stamp. The eyes play an important role in expression.

• Facilitation

interaction, ie. moderation of an event or meeting: Facilitator (coach, leader, mentor) is a person who regulates the relationship between participants and lectures i.e. exposure, time and themes of an event.

• feedback (feedback)

feedback.

• Formal group

certain groups of institutional scheme.

• Generation

usually refers to members of a generation who live in a common, general terms and whose range is about 30 years.

• Generalizations

generalization.

• Gestures and body language

the so-called expression, gesture is a study of hand movements in communication: touching own body movements preoccupation with hair, waving hands useless ... Gestures are not interpreted individually, but we view them as parts of a whole, which of course applies to the entire non-verbal communication. From the current human activities and resulting postures i.e. body language (how one stands, sits, hand position ...). Facial expressions provide information about specific emotions, and about the intensity of emotion shown by the position of the body.

• The humanistic approach

psychological direction and movement that affirms the theoretical assumptions that one has good, prior, or neutral, value-wise nature, not bad and infantile.

• Handout

printed material that is shared to participants of various seminars, training courses, workshops and the same.

• Identification with the group

group membership to the extent that an individual identified by the behavioral patterns thinking, emotional reactions, values, morals and beliefs that operate within group.

• Improvisation

free acting plays on stage, unlimited text and unprepared in rehearsals.

• Interaction

reciprocity, mutual relations among group members, between groups, between individuals and environment, materials.

• "I" messages

messages that apply to us, we speak about ourselves, from ourselves, connecting with our own thoughts, feelings, needs, and with what we are aiming for, the message that we value, showing our own experience of what we do or what others do so as to put the relationship with your values ("I think, feel, want, need, want, like, I like ...").

• Language of positive action

express their own requirements, expectations of themselves and others in the affirmative form, not what I do not want, but what I want, not what I will not, but what I will, not what I do not like, but what I like.

• Compromise

kind of resolved conflict in which both sides are satisfied with a partial solution, because it only partially meet their needs, desires, aspirations, accept it as an interim solution on a way to the final, as is currently the only practical, mutually acceptable option, as an expression of mutual concessions and efforts to establish cooperation.

• Communication

process of exchanging messages (verbal and nonverbal) between at least two persons, which is done with a purpose and intent, for example. in order to express feelings, needs and thoughts, the way that is understandable to others.

• Communication skills

ability to adapt to different situations of communication.

• Conflict

dynamic, interactive process, the conflict of contradictory attitudes, impulses, interests and aspirations.

• Confrontation

directly confronting a different opinion, interpretation and vision problems.

• A consequence

consequences of an action or (not) doing.

• Consensus

way that the decision requires the consent of all participants in decision making; occurs when everyone can say that they accepted the decision although it is not entirely what they want.

• Convention

agreement or agreement in the form of customary law on the modalities and norms of behavior.

• Competence

a satisfactory knowledge and skills that a person can have in a particular area.

• Credibility

image that a person gives about himself/herself in the outside environment. The person is seen by others as someone who has knowledge and personal qualities to believe in what he/she talks about.

• Latent conflict

Conflict that has not crossed the manifest stage, which is smoldering, or conflict that is resolved by phase compromise, no more final solution to the problem.

• LPAM

Local Youth Action Plan

• Manipulation

attempt to take on any person(s) affected to achieve their own needs and desires, ie.

attempt to achieve its own goal by changing the behavior or opinion of a person or people.

• Mediation

mediation in the conflict between two sides of the process control problem solving in order to find common solutions.

• Mediator

specially trained person to mediate the conflict.

• The drive

behavioral tendencies that resulted from physiological needs.

• NGOs

see an association of citizens.

• Non-formal education

organized and planned educational activities that encourage individual and social learning, that take place outside the formal education system, are complementary to formal education in which participation is voluntary, and designed and performed by trained and competent educators.

• Nonverbal Communication

serves primarily for the expression of emotion, interpersonal attitudes and personality characteristics of participants interaction. In fact it can have an independent function, and can express these conditions without usage of verbal communication.

• NPAM

National Youth Action Plan

• Sustainable development

represents the idea of development that meets current needs, but which takes into account the needs of future generations, it is essentially a process of transformation towards a richer and more equal society, where the natural environment and cultural achievements and enhance meaningful use and preserve for future generations.

• Youth Activism

represents the voice of young people gathered for a common idea for the sake of social change. There are different forms of activism in relation to various social problems (student protests, petitions, campaigns, debates), and volunteerism is the foundation of activism.

• Youth Club

part of the entire infrastructure of society, which serves young people. The activity of the

club is associated with schools and other youth centers. Youth Club and its program policy contribute to a positive educational impact of the options for learning in the broadest sense, offering opportunities for quality leisure time for young people.

• Youth Policy

at the municipal level is an integrated system of support for young people based on partnership of all relevant organizations / institutions that are working together on the adoption and implementation of a coherent set of policy measures. Elements of the local youth policy are: youth organizations, youth space, local action plan for youth, municipal structures, budget line for the young, the institutional structures of youth participation.

• Youth programs

youth programs planned with the aim of personal and social development of young people in relation to rights and needs of young people in a particular community (empowerment programs, prevention programs and etc.)..

• Youth work

relates to work with young people with a purpose to provide support to young people in a specific development independence period and the transition to adulthood by youth worker facilitate (Supporting) their personal and social development and contributes to the fulfillment of personal potential, as the young have a voice, influence and place in the community/ society. However, not every work with young is youth work, uniqueness of a youth work compared to any other work with young people is as above said in his characteristic that has planned and targeted education character.

• Youth worker

qualified persons who work with young people in different ways on non-formal and formal content, focusing on personal and social development through the one on one and group activities. Facilitator of learning may be their main task, but youth workers will likely take an approach based on direct social pedagogy or social work. In many cases these roles and functions are combined with each other.

• Feelings / emotions

One of the basic psychological experience, which is characteristic of excited state organism caused by some emotional stimulus or situation - is manifested in subjective level (personal experience, for example. fear, joy, sadness ...), physiological (increased heart rate,... sweating) and behavioral (crying, fist tightening ...); can be pleasant and unpleasant.

• Paraphrasing

repetition of what has been said in other words, while retaining the authenticity of the experience (Feelings and needs).

• Participation

participation, and the Convention on the Children's rights, the child's right to freely express opinions and the right to take that opinion into account in all matters and procedures that it is directly related.

• Gender socialization

adoption of value systems and behaviors in gender issues.

• Gender roles

standards and expectations of gender roles that are defined in every culture.

• Need

a term that means the motives and values of each individual, what moves one to action, and differs from instinct, desires, intentions - unmet need causes unpleasant feelings, and vice versa. The tendency to do something that is inherent in all people.

• Feedback

Process involving two-way communication between two parties, eg. workshop leader and participants of the workshop, the purpose of correcting, modifying activities and achieve better results.

How to give a feedback?

• speak for yourself about " how does your behavior affect on me"

• specific - not general (particular situation, time)

• descriptive about me - not judging "you" because it leads only to justify, does not leave room for a change

• focused on behavior that can be changed

• take into account the needs and the one who gives feedback to the person who receives this information

• at the right time - preferably immediately after, or during, the observed behavior

• feedback is offered, not imposed

• Make sure your feedback was perceived as you imagined.

• Prejudice

attitude that makes the individual prone to acts, thinks, perceives and feels in a way that matches with a favorable, or (more often) negative assessment of a person or object can be racial, gender, age, ethnicity, class.

• Negotiation

discussions on a misunderstanding with one or more persons in order to establish a mutual understanding and find common, mutually acceptable solutions or commonly accepted ways to accomplish it.

• Project

within the youth work project plan indicates the preparation, implementation and evaluation programs for youth, which may be of a short-term nature, such as music festival or local environmental actions, but also of a long-term nature, such as educational programs (programs to empower and non-formal education). The project idea is presented in the project proposal in a form it usually contains the basic issues related to the idea of a clear definition of WHO, WHERE, WHAT, WHEN, HOW?

• Plenum

represent such work in a group that is attended by all participants of the workshop. Usually performed at the beginning or end of workshop activities, when summarizing the results obtained by participants, a facilitator present a theory, i.e. in all those situations where exchange is important at the level of the whole group.

• Workshop

guided activity that takes place in the form of a group interaction in which participates 10-20 participants. Players and managers are placed in a circle and workshop activities are designed for experiential learning model. Workshops are generally labeled with a theme, such as. Creative (Drama, visual arts), training (development of attitudes, skills acquisition) and

preventive (based informed about the consequences of risky behavior).

• Community development

Basic concept in the model of youth work, where work with young people and adults is caused by community context in which it is carried by the principle of interdependence and mutual interest. More broadly, community development is reflected in empowering individuals to take active forms of role in a different groups and organizations, to articulate their needs and views for development, and influence the processes that make daily life of individuals in the community.

• Role play

A simple scene between two or more people, mostly carried out in order to educate by coaches, peers, or people from the audience. Role plays are often untrained or poorly trained scene. This technique is mainly used for teaching communication skills and problem-solving.

• Reference Group

group whose orientation values, goals, norms and standards of conduct serve as a support in assessment of achievements, the assessment of other personality or social events.

• Reflection

listening techniques which "returns", "reflects" participant the sense of what experiences and which seeks to communicate, especially feelings.

• Self-image

complete picture of an individual himself, including external features - physical appearance, and foreign relations - social, family and professional status.

• Freedom of Speech

right of every citizen to clearly expresses his thoughts and ideas. Freedom of speech is linked with other basic political rights and freedoms of citizens, but its reality id conditioned by the degree of feasibility of a democratic society.

• Freedom of thought

right of every citizen to choose freely is thoughts and world view. This is important prerequisite for achieving child ie. human rights of the individual.

• Social dependence

dependence of an individual on the other people acts.

• Social 'I'

aspect of oneself created in a social interaction under the influence of observations on the way our social environment responds.

• Standards

document that outlines the minimum rules in some areas.

• Summary

Shaping more thoughts expressed in one sentence

• Awareness of oneself

complex sense of oneself as a separate I, distinctive and unique entity, and its various aspects - physical, social and moral.

• "You" messages

messages related to another person or group in which we speak of its assessment, judgments about them, thus making them responsible for our feelings, needs and behavior.

• Transfer

transfer of operations in areas that are different from those in which these operations are originally developed.

• Training

short educational program to achieve various educational objectives, based on expected learning outcomes in terms of training for specific skills and knowledge. Training combines formal methods, so called lecture and interactive methods of learning through experience, discussion and small group work. Theme of the training is determined by the ultimate goal, and if we are to deliver training for communication skills in youth work, training topics will be, for example: communication and youth work.

• Youth participation

access to an active civic participation of young people as a means of taking an active role and developing their own environment.

• Association of Citizens / civil society

non-partisan, non-profit and non-political organization formed with the aim of implementing some action, and formed by joining at least 10 people, called - members/ founders. In the world used the term "NGO", and this expression is in our country entered the colloquial speech.

• Ventilation

free expression of experiences, perceptions, thoughts, feelings, evaluation, i.e. everything currently in development with a view to reduce the inner tension of one's interlocutor, and so open time to establish self-control.

• Volunteer

person who is engaged to work for the community without financial compensation, participation in a program, while developing its own skills, where there is a chance to learn something new and develop solidarity with other members of the community. Volunteers can work in all organizations, institutions and institutions where there are organized volunteer programs.

• Peer education

education in which a learner and students are of the same generation. In our usual thoughts on the education of adolescents by individuals who also belong to this age.

• Peer mediation

kind of mediation in conflicts where a person who belongs to the same generation of intermediates and people who are in conflict.

• Peer

member of the same generation with the same or similar experiences.

• Representation

perform certain actions before the legislative and judicial bodies in the name of a person. Representation can be achieved on the basis of an act enacted by the law (legal representative), or based on agreement between the representatives and represented.

USEFUL CONTACTS

Institutions:

- Center for social wealth Podgorica
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- Children's Home "Mladost", Bijela
  Phone / fax: +382 31/671-042, 671-033, 671-443, 671-032
  www.dombijela.me
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- The Office for Combating Human Trafficking
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ATTACHMENTS

APPENDIX 1

Team contract

This agreement is concluded between _____ and _____ (hereunder referred to as partners)and refers to the practical part of the project "Together to the school." The contract lasts until the team members do not complete the practical work.

Team members agreed on the following items.

Article 1

We commit to work using all our knowledge.

Article 2

We commit ourselves to explore as much literature related to the chosen theme of work.

Article 3

We commit to share the information obtained, which are essential for work together.

Article 4

We will respect the needs of all team members and we will negotiate about them.

Article 5

We commit to share as much as possible liability in equal parts.

Article 6

We will negotiate about the time in which we carry out activities and prepare the same.

Article 7

We will support each other.

Article 8

We will be honest with each other. Each member is entitled to point out the positive or negative moves of the other.

Article 9

This agreement may be amended or modified with the consent of members.

APPENDIX 2

TRAFFICKING TEST

Answer the following questions with YES or NO

1. Do you know what is trafficking?

2. Did you know that human trafficking is prohibited?

3. Do you know what are forced prostitution, pimping, pornography, forced marriage, illegal adoption, illegal labor, begging and forced criminal activities?

4. Do you believe that too good offer can turn badly?

5. Are you sure that your decision to go abroad is the best solution?

6. Do you believe that you will easily succeed abroad?

7. Are you willing to use shortcuts to go abroad?

8. Did you know that the slave traders on the credulity of youth earn huge money?

9. Do you know that future slaves are recruited by mediators?

10. Do you know to recognize what those who were taken in desperate slavery did not know?

11. Did you know that whatever you come upon it already happened to someone?

12. Did you know that the whole network of institutions in the world and at home can help you?

13. Did you know that before traveling to a country you have to know where our embassy

or consulate is and to have their phones?

14. Did you know that when you come into a country you should go to our embassy and leave them your address?

15. Did you know that NO ONE except the official authorities you should give a passport or document, only copies?

16. Did you know that if someone took your documents you can be in grave danger?

17. Did you know that the laws protect you also in a strange land?

18. Did you know that our embassies abroad can issue a new document?

19. Did you know that if you feel that these rights are endangered you should immediately go to our embassy?

20. Do you believe that our embassies can bring you safe to home?

21. Do you believe that from the moment you ask help in our embassies abroad everything goes his own way?

22. Do you believe that the preparation for the future may be easier in your country?

23. Do you believe that there are advantages to entering the adult world in your own country?

24. Are you aware of the importance the decision to stay or go is broth in the right time?

25. Are you sure that what you want in life you can safely get?

26. Did you know that before making any decisions in life you must be well informed?

27. Do you believe that there are only three questions in this test that you can answer NO, and to go secure in the world?

APPENDIX 3

Handout for the second workshop on conflicts

WITHDRAWAL – NO MANIFESTATION OF THE CONFLICT, manifested in: At the level of behavior: silence, pout, refusing interviews, going from a situation, punishment by being silent, emotionally close, watching the situation without comment, concealment, isolation from friends and family, when conflict breaks out all pretend it does, and when a point the conflict seem to have been satisfied with any solution.

Attitude: the fear of communicating, thinking that it is difficult and every conflict that can not be resolved, lack of communication skills, the deliberate interruption of communication, aggressive –refusal interaction with the explanation "you force me to it" lack of confidence in their ability to solve the problem, do not believe that others matter what happens.

Relationships with others: Means "suffering" does not solve the problem, lack of trust among warring parties, the emotions are suppressed, the other party may be frustrated that temper, impotence, does not care for themselves or for others.

Outcome: no winner and everyone is unhappy. The disagreement is not resolved. Conflict takes place, often increasing, rather than investing the effort to become a visible conflict and to start solving.

Symbol: Turtle

The motto: "Conflict, what conflict?"

LOOSENING (REPRESSION AND DENIAL) – NO MANIFESTATION OF THE CONFLICT, manifested in:

At the level of behavior: smiling, cheerfulness, sends the message "Be happy" no hint of what they really mean, the problem does not exist, there is nothing on which to can talk, especially not on the situation in which the sides are.

Attitude: We start with the belief that taking care of their own interests in the reverse proportion to the respect the other hand, others have to be happy and cheerful at all costs, important the "we" rather than "I" should never be in conflict, to be "nice" is desirable, the truth can hurt, we refer to retain for itself, can easily change the position and adjusts the second paragraph.

Relationships with others: all are nice to each other, but the problem is not solved, it is easier not to speak the truth, the relationship lacks intimacy and trust, each keeps what he thinks for themselves, their inner lives every private life, the greater concern for others' needs than his own, important to preserve good relations with others, giving of their own needs to others satisfied, insisted on their own interests only when there is certainty that the time will not endanger others.

Outcome: For someone with all the looks quietly and happily, and in fact nobody really happy.

No winner. There is a lack of real understanding, reduce requirements, often fits all.

Symbol: teddy bear.

The motto: "As you say"

COMPROMISE – LITTLE ME LITTLE YOU, manifested in:

At the level of behavior: behavior with a friendly communication, the solution is sought, and that the problem and not thinking, not taking into account the needs related to the problem, not assertive.

Attitude: friendship is more important than personal needs, the desire to cooperate, should not disturb each other, harmony is important and must be achieved at any cost.

Relationships with others: We are fine and cooperate with each other, on the surface of the entire OK, but it is possible that all unhappy, all the love and trust each other, but each one with a may be dissatisfied with and think that it is not honest with yourself.

Outcome: The harmony is maintained, those who are in conflictive not really satisfied and continue to looking for a better solution, only half care about themselves and others.

Symbol: chameleon.

The motto: "Little me, little you"

COMPETITION - WIN / DEFEAT, when used this way can then be noted:

At the level of behavior: ordering and domination, loud speech or shouting, physical attacks, not necessary open aggression, often use more sophisticated methods such as: an ultimatum, deception, confusion, flattery, manipulation of the feeling of guilt.

Attitude: "I'm right, it has to be as I say / I want!" Use the force and power to there is what we want, we can see only their own point of view, how others see the situation it does not matter, any other means worry about the neglect of himself, another "opponent" who should be win, each concession is seen as a defeat.

Relationships with others: ignoring others' needs often turns into a negative concern, ie. wish that the other party suffered the heaviest possible losses. Conflicted are injured physically and / or mentally, destroyed the self-esteem, relationships are destroyed; they are all unhappy and often indignant, outraged, grieved.

The outcome: there is no real winner, of mutual trust nothing remains, the problem is not solved, we can expect the continuation of the deepening crisis and conflict.

Symbol: sharks..

The motto: "It will be my way or no way"

TROUBLESHOOTING - WIN / WIN, manifested in:

At the level of behavior: those who are competing to solve the problem, clearly defined needs all parties to the conflict comes to negotiations, a mutually acceptable solution is, honestly speaking about their own feelings and needs.

Attitude: they want all the conflict that everyone gets the best possible, every each listening carefully, respect to its own needs and it is accepted, people are respected, the solution is required until the found, the parties are not adversaries, but collaborators, the conflict is seen as a problem that can be easily solved if we work together on it, is not going to win, but the a common solution.

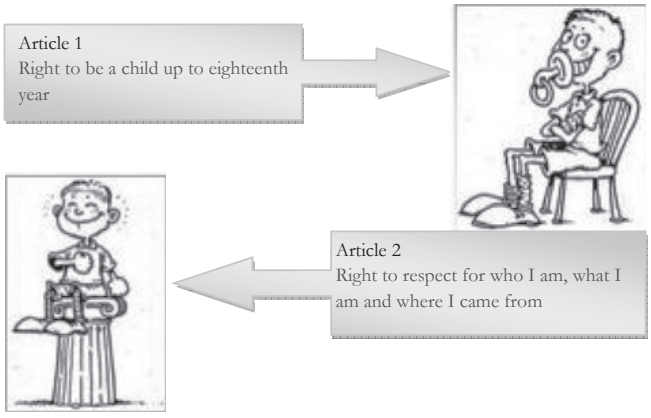
Relationships with others: seeking the best solution for everyone, mutual respect is present, everyone has confidence in themselves and high self-esteem, the focus of the problem, not the other parties to devise ways to get out of unpleasant situations, not make accusations The question: "Works for me ...? What do you want? ".

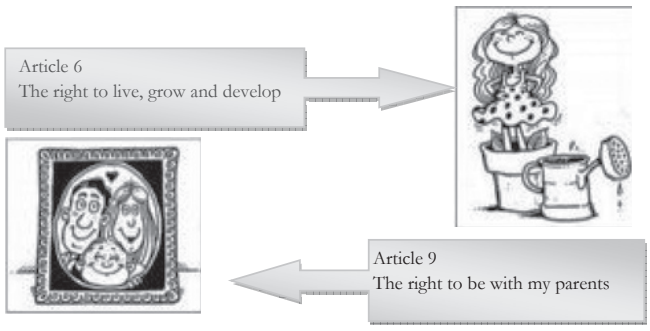
Outcomes: use the skills to resolve conflicts, each negotiating for what they want the basis of need, they all feel satisfied because there is sincerity and shared, mutually acceptable solution reached through negotiations.

Symbol: Dolphin.

The motto: "Not you and I one against another, but you and I together against the problem"

APPENDIX 4





Article 11
The right to live in my country

Article 12
The right to to freely express my opinions

Article 15
The right to freely socialize with other children

Article 17
The right to be informed and to read newspapers and books for children

Article 19
The right to be protected from violence

Article 22
The right to be protected even when I'm not at home or in my neighborhood

Article 24
The right to be treated if I am ill

Article 22
The right on standard and life that is appropriate to a child

Article 28
The right to go to school and educate

Artcle 31
The right for play, rest, free time and free activities

Article 33
The right to be protected from drugs

Article 32
The right not to do what is dangerous and interfere with education and developing

Article 35
The right to be protected from kidnapping, sale and trafficking of children

Article 34
The right to be protected from all kinds of sexual abuse

Article 37
The right to be protected from torture, humiliation and punishment

Article 42
The right to know my rights

APPENDIX 5

Convention on the Children's rights
(Accepted by the Plenary Assembly of the United Nations 11th December 1989)

Article 1: Definition of a child

Any person under 18 is considered as child, if that age is not the lower than national laws.

Article 2: Equal treatment

All rights apply without exception to every child. Obligation of each and every state is to protect children from any form of discrimination.

Article 3: In the best interest of the child

With the adoption of political, legal and social decisions, first to be taken into account are interests of the child.

Article 4: Law Enforcement

Government pledge to do everything to implement in practice the rights listed in Convention.

Article 5: The role of parents

Governments recognize the rights and obligations of parents and other family members to direct the child as appropriate to its development.

Article 6: Survival and Development

Every child has the right to life. State specifically undertakes to guarantee the survival and development.

Article 7: Name and nationality

Every child from birth has a right to a name. The child also has the right to national affiliation. If possible, children should know his or her parents and to wear them.

Article 8: Identity Protection

The state has pledged to protect the professional identity of each child and if it is necessary to re-establish it. This is, first and foremost. Includes name, nationality and family affiliation.

Article 9: Separation from parents

Every child has the right to live together with their parents, unless this is a common endangering welfare of child life. The child also has the right to maintain contact with both parents if separated from his father, mother or both.

Article 10: Family reunification / family

The children and their parents have the right to go from one country to another, if the purpose of this family reunification and maintain contact between parents and children.

Article 11: Illegal departure from the country and the deprivation of liberty

The state is obliged to help with a parent or by a third party to prevent abduction or any other retention of children abroad.

Article 12: The opinion of the child

Every child is entitled to their opinions publicly says. Children have the right to be heardin any matter or measure when it is concerned.

Article 13: Freedom of opinion

Every child has the right to express their intentions and to be informed, not paying attention the national borders of states.

Article 14: Freedom of thought, conscience and religion

The state must respect the right of the child to freedom of thought, conscience and religion, subject to limits corresponding influence of parents.

Article 15: Freedom of assembly

Children have the right to meet with others and to unite.

Article 16: Privacy

Children have a right to protection from interference with their private lives, their families, from intrusion into their home and protection from interference with their correspondence.

Article 17: Access to appropriate information

The state must guarantee that the child has access to information and other communications from multiple sources and encourage the mass media to provide information that is socially and culturally beneficial to the child. In addition, the state protects children from harmful information and communications.

Article 18: Parental responsibility

Both parents have the primary responsibility for the upbringing and development. The state is obliged to will assist parents in fulfilling this task.

Article 19: Protection from abuse and neglect

The state shall protect the child from all forms of abuse by parents or other persons are entitled to care, and develops appropriate social programs to prevent abuse and help those in need.

Article 20: Protection of children who have no family

The state is obliged to provide special protection for children who have no family, and is committed to finding appropriate accommodation within foster families or relevant institutions dealing with education and child care.

Article 21: Adoption

Adoption should be allowed only in the best interest of the child and can be made only after the permission and consent after a parent, relative or other child responsible.

Article 22: Refugee Children

Refugee children must be given special protection. States must cooperate with competent organizations which these children can provide support and assistance.

Article 23: Children with disabilities

Every child with disabilities is entitled to special care, education and improvement. In this way, each child with disabilities should be allowed the greatest possible measure of autonomy and social integration.

Article 24: Health and Health Services

Every child is entitled to the highest attainable standard of health care. In addition, the most important tasks of government are essential health care, preventive medical care, health education through the explanations given in the public and reducing mortality rates newborns. All countries in this regard undertake development cooperation to facilitate access to health services to all children of the world.

Article 25: Regular checks of accommodation

Every child who is placed in an institution or receiving medical care, has the right to regular check of his personal situation.

Article 26: Social Security

Every child has the right to social security including social insurance.

Article 27: Standard of living

Every child has the right to a standard that enables a complete physical, spiritual, mental, social and moral development. The obligation of parents is, first, that the children provide adequate standard of living. But the state's obligation consists in ensuring that the responsibility can be fulfilled. The obligation of the state may provide material assistance of the parents.

Article 28: Education

Every child has the right to education and the obligation of the state at the same time that free attendance makes compulsory primary school, to develop various forms of further education and to children under their preferences to provide access to higher education institutions. The discipline that is at all that is necessary in schools must not violate the rights and dignity of the child. Development cooperation should be to expedite the implementation of this law.

Article 29: Purpose of Education

Education supports the full development of personality, talents and mental and physical ability of the child. Education prepares the child to a life where it should be aware of the responsibility as a citizen of a free society: it promotes respect for the child of his parents, his or her cultural identity, but also tolerance and understanding for the values with other people.

Article 30: Children belonging to ethnic minorities and indigenous populations

Children belonging to ethnic minorities and indigenous populations have the right to enjoy their own culture and religion and to use their own language.

Article 31: Leisure, recreation and cultural activities

Every child has the right to leisure, and the right to play and participation in cultural and artistic events.

Article 32: Child labor

Every child is entitled to protection from works that threatens their health or prevent his education and development. The state establishes minimum ages for work license and regulate working conditions.

Article 33: Drug abuse

Children have a right to be protected from drug use and abuse, as well as participation in production or drug trafficking.

Article 34: Sexual Abuse

The State shall protect children from sexual exploitation and abuse, including prostitution and pornography.

Article 35: Child trafficking

The state is obligated to take all measures to prevent the sale of child trafficking.

Article 36: Other forms of exploitation

Every child has the right to protection from any form of exploitation.

Article 37: Torture and deprivation of liberty

No child may be tormented, nor to be cruel to him, it does not be unlawfully imposed, nor in this way can take away your freedom. Capital punishment or life imprisonment without parole shall not be imposed for children under 18. Children who deprived of liberty shall be placed in prison separated from adults unless welfare of the child does not hold otherwise. Children, who is detained shall have legal or any an equivalent representation in court and must be allowed contact with their parents.

Article 38: Armed conflicts

All countries must take measures to ensure non-participation of children under 15 years in armed conflicts. No child below 15 shall be recruited in armed forces. National humanitarian law all states have to worry about protecting children the war and that they provide during the war all the necessities for life.

Article 39: Rehabilitation

The state is committed to children who are victims of armed conflict and children who have been tortured, neglected, abused and exploited to ensure appropriate care with the aim of recovery and social integration.

Article 40: The possibility of performing youth court

A child in conflict with the law is entitled to be treated in a way that supports their dignity and sense of worth, must be addressed his age and social reintegration. The child has the right to state-legal process and respect for civil rights, as well as a right to legal or other representative to his defense. If possible, should be avoided court proceedings and placement in correctional homes.

Article 41: The advantage of higher legal standards

If the conditions for the children's rights, under national or international law better than this Convention, then, of course, the provisions of the laws.

(Article 42 to Article 54 dealing with the obligations os States in the implementation of the Convention)

APPENDIX 6

Table scale of participation:

Name of the level	Description		Example
7. ONLY YOU	The form where of children and adults work together and where children include adults to help them in achieving goals. Adults help children provide resources, develop skills, support then. This way of working provides the children with the most opportunities for participation and development.		A group of students raised the question about the absence of any extracurricular activities in their school. They signed the petition and addressed it to the Director and Professional Council. As a result, a great number of extracurricular activities, in accordance with the interests of children and school opportunities, have been jointly planned.
6. AND NOW ALSO YOU	Participation of children in actions that have been started by adults, but in the way that children are equally involved in decision making processes.		Project of planning multipurpose parks included a group of children and young people in defining priorities and design plans. Children have created many different models which afterwards have been presented to the representatives of local community for reviews and changes, before their finalization.
5. JOIN US	Action is planned by adults, but after children's being listened to carefully and their opinions taken into consideration, and then the meaning of the activity in which they participate is explained. Children are consulted and informed.		The news agency that publishes children's magazines, may ask a group of children to give their views on how this magazine for children should look like and which topics should it cover. News agency than organizes and designs a magazine and final solution is shown to the children.

4. TELING YOU A STORY	Children are in the role of so called representatives when they are asked to speak at conferences or to publicly perform, but without the opportunity of really learning something about the issue spoken of and without real consultation with the children that they formally represent.		Children are invited to attend a conference or a debate, without or with minimum preparation about the very topic and without a chance to consult with their peers that they to represent.
3. DECORATION	Decoration occurs when adults use children as an ornament, usually in order to produce emotional reaction in adults. Children don't understand the meaning of what they are doing, nor they have been explained.		The children are asked to wear T-shirts with a message, or to play and sing on a social event, without knowing the goal of the event, who organize it and why it is organized.
2. MANIPULATION	Manipulation occurs when adults use children to promote things that they (adults) consider important, but do not help the children to understand a thing. Children are not explained in which activity they participate and why, what are the effects and benefits of their learning. Adults in this way abuse children for some of their goals.		The children are asked to draw a perfect child playground. Adults collect proposals, build playground, and children do not know anything about the fact that their ideas affected its implementation.
1. DEAD SEA	Children are fully ignored in all decisions and activities.		The only space in School where students gather and maintain free time activities, school management decides to rent to a fitness club.

APPENDIX 7

List of energizers, ice breakers and other games:

ADHESIVE TAPE

The chairs are arranged in a circle. Before the game begins, each participant hang fragments 4-5 adhesive tapes to the garment. The aim is to liberate all the participants of sticky tape, such as hang them to someone else. Those who get rid of sticky tape sits on a chair and then him / her, no one can hang the strips. Finally, should remain a person who has all the strips on it. Not allowed: sit on a chair and have some tape on it, throw lane on the floor and glued them back on other participants. It should be noted, when some participants sit down, if there is more tape on it, because it is possible that neither he himself does not see.

DRAGONS

Several dragon forms (5-6 people behind each other, holding each other by the shoulders) and the last person attach a balloon on a rope which is the tail of the dragon. The winner is the one dragon, which manages to kill the other, ie. that their tails stepped on - burst balloons. Balloon can be break only by standing on it any differently. If a dragon in the game-separated if members are held together - is dead and out of the game. If the balloon / disconnecting the tail, hold 10 seconds to attach it again or are dead. Instead of strings can be a long strip.

IS THERE MEMLI IN YOUR CIGARETTE-HOLDER?

The first party asks participants to yourself: "Is there mold in your cigarette-holder?". Participant to it replied: "No, but I'll ask my neighbor", turns and asks the following participants: "Is there mold in your cigarette-holder ". Questions and answers are going to turn round, and excuses to be so participants do not see your teeth and do not laugh when you say a given text.

CROCODILE AND FROGS

Participants stand in a circle on the ground in front of them to put some clean paper. We rhymes select one of the participants who will represent the crocodile, and other participants will be frogs. Sheets of paper are water lilies that frogs find themselves safe, when the crocodile attack. Termination of music sign of danger: a crocodile attack, frog is jumping to save itself on water lily leaves (paper). Crocodile takes those sheets that are free. When the music sounded again, frogs go down from water lilies and freely wander the bar. With each crocodile attack there are less leaves. However, on one paper can stand more than one frog. You can stand on one leg or legs on different sheets, but frogs, which remain in the pond out of the game. The crocodile does not have to win. It sometimes happens that a lot of frogs save themselves on a lily (paper).

Training for youth activists, Children's Home "Mladost" Bijela

WIND BLOWS

In the circle there is one chair less than the number of participants. Participant without a chair in the circle on the "The wind that blows," which says for example: "The wind blows for anyone who's got shoes." All those with shoes must get up and find a new chair. One should not sit back in his chair, not in adjacent chairs. He who loses his chair becomes a "wind blowing" and chooses following features that will blow the participants from their seats. (For example all those who love red, with long or short hair, who washed their teeth this morning (check hygiene habits), whether they themselves have done their homework(checking work habits), did last night after school went home, did they escape from the first moment, whether breakfast, lied to parents ...)

GRAB COOKIE

Players are divided into two equal subgroups. Groups sit facing each other and touching the knees.

I GROUP

SUBJECT

II GROUP

The same group of players is holding hands. Players who sit in the first line watch the leader who threw the coin, while others keep their eyes closed. If leader shows the number of coin players that are watching give the hand signal to his teammates to take a case that is at the end of the line in a chair. The group that took the object rotates one position to the right. The winner is the group that is fully rotated, so that all players are in first position to look at the coin.

RED QUEEN

One of the participants is the Red Queen. The task is to take the treasure coffer behind her (A set of keys).

The queen stands at one end of the room with her back to the participants. Participants in the other side of the room moving towards queen while she is turned back. She speaks: Red Queen 1, 2, 3 and everyone must stop. Those who queen catches on the go return to the starting position.

The first participant that comes to the Queen has task to take a set of keys, which must pass through the hands of at least 5 people, and that the queen does not catch. If the queen guesses who has the keys, they return, and the participant goes to the starting position and is counted from the beginning.

BANANA

Participants stand in a circle. One of them is in the center of a circle. Participants who are within ask him different questions. (Example: "How old are you?" "What kind of music do you like?" "Where were you born? "). For each item the participant standing in a circle corresponds with "banana", and at the same tries to be serious. When he/she smiles at his place comes the participant who set that "silly" question.

INDIAN FOOTBALL

Participants are given instruction: All players stand in a circle with their legs spread and touching the feet. Then they bent down to touch the ground with their hands.

- In the middle of the circle throw the ball. All players are trying to push the ball to pass through feet of another player.
- When the ball goes through someone's legs, he must turn for a penalty in the back position to defend their goal.
- If he again fails to pass the ball through the legs, one must again turn their faces to the middle, arms folded. This will mean that he/she was knocked from the game and just watching.

If a player throws the ball through the legs of a player who has already dropped out of the game, it counts as that It pushed a ball through his legs and follows the same as its predecessor: the first turning back, and then out of the game.

CHOCOLATE GAME

This game proved popular! Large chocolate bar is set on a plate with a fork and a knife. Scarf, hat and gloves are next. These items are located in the center of the circle created by the group members. The game begins with a cube that is quickly taught to each player in a row. When a player gets 6, jumps in the center of the circle, puts the scarf, hat and gloves and a knife and fork die cuts and starts to eat chocolate. Eating while someone else does not get Sixes, and then he delivers equipment. Speed is very important and crucial.

SEESAW

Participants divide into pairs, stand facing each other and catch in hand. Then, legs together, put them to touch the tops of shoes with their partner. Next we need to do is to lean back and maintain balance by holding hands. When they do, partners should imitate a seesaw: one pair descends into the squat and the other is holding his hand; then gets up first and in doing

so, the other starts to descend. Couple practices all these actions until the process does not begin to run without interruption and separation of the legs off the floor.

MILLIPEDE

The game takes place so that all stand in a circle and turned to one side. Anyone caught around the waist participants in front of you. The circle should not be too far apart. Gently move the sound music, and the specific character (end of music, clapping their hands ...) all sit in a carefully wing parties behind. If everyone is careful to bring, might be able to sit for a while. Participants may be given the task of massaging the person in front of you. If you are not careful about what they do, participant before and after lose the balance and the whole group can be destroyed.

Training for youth activists, Children's Home "Mladost" Bijela

YES – NO

Participants sit in a circle. The task of participants was that when the leader reads the question if the answer is YES to sit on the right of his chair, but if someone is sitting on a chair then him/her to sit the wing. If the answer is NO to the question asked the participant sits in a place where found.

This game can check the current mood of participants, likes /dislikes with games at the workshop, participants have a personal hygiene and so on. We ask the following questions:

- Have you slept well?
- Are you in love?
- See what you've dreamed of?

- Are you in a good mood?
- Are you tired today?
- Are you willing to work?
- You have successfully completed the class?
- Have you seen your crush?
- Has your crush looked at you?
- Are your parents support you?
- Wish for school?
- I cannot wait to finish the workshop?

and so on.

WAVE ON THE CHAIR

We sit in a circle. One chair is empty, and in the circle is a volunteer, giving instructions to the left (Then all group members shift to the left and try to prevent a volunteer to sit) and right (move your seat on a chair to the right). Leader can start playing.

WILLOW

Participants stand in a circle to each other, hands up in the height of chest and hands facing outward. They are the wind blowing and bending "willow" (volunteers who stand in a circle). "Willow" is attached to one place (not moving his feet) and is left to "Shocks" of wind. Participants who are in the circle have the task of pushing it slightly, but that take care of his safety.

TAXI TAXI

Two children join hands and thus to make a chair on which sits a third child. Children who are the chair eyes are linked (or blinders on children turn a blind eye). A child who sits gives verbal instructions on where he/she wants "Taxi", to "drive". When you change the role of each trio with what on the way up barriers and measure the time of the tasks and the number of errors. At the same time two groups are moving.

SIAMESE GEMINI

Participants stand in two types, so that everyone has a pair. If an odd number of participants, odd judges will be looking at whether the rules are respected. It is a move of each pair space so that it touches the back. Firstly leading the "one-s" and "two-s" turn a blind eye, and after that they change roles. Those who are careful take care of his "blind"; lead him so he does not crash with other couples, or objects. The game must take place in complete silence, so that we could better feel any changes.

NETWORK

Participants stand in a circle, their hands in front of you, close your eyes and slowly move forward. His eyes closed, find the other two free hands and catch them. Because every child holds hands of other children, open your eyes and letting go of hands, trying to form a circle. Only when this is accomplished, let your hands to each acknowledged with applause.

BALLOONS

Each participant gets to inflate the balloon. Once the balloons are inflated participants get the assignment: All of them are connected together with the balloons (which only they hold with the bodies, without hand) should come from point A to point B (example: from one end of the room to another). If one Balloon drops, all return to the starting point A and move from the beginning.

TOUCHING HANDS

Choose yourself a pair and stand opposite each other, arms out stretched at shoulder height, with palms touching. Slide your hands in many different directions, trying not to lose contact with palms. On my mark, after a few minutes, turn to the nearest to you, and in triplets, repeat play. The game can be extended in fours, then the whole group in a circle. At the end of the game to make a joint hug!

ATOMS

All are free to walk around the room. Then leader say, "gather in a molecule of 3 atoms." Participants catch the person to their side and try to establish a molecule of 3 atoms as soon as possible. Then the instructions is being changed: "Make a molecule of 4(2,3,5,6 ...) atoms.

APPENDIX 8
USEFUL LINKS

CZOR - Vojvodina www.czor.org

EMPRONA www.emprona.org.rs

Faculty of Philosophy, Niksic http://www.ff.ac.me/

Gymnasium "Slobodan Skerovic", Podgorica - www.gimnazijapg.com

Ministry of Education http://www.mpin.vlada.me

Save the Children http://www.savethechildren.org.uk/

Institute of Education http://www.zavodzaskolstvo.org

UNICEF http://www.unicef.org/montenegro

Directorate of Youth and Sport www.infomladi.me

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