

„ nO bULLYING - Improving the prevention of peer violence in the cross - border region ” project

TRAINING PROGRAM

Capacity - building training on child protection and prevention of violent abuse

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Improving the prevention of peer violence in the cross border region

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Partner 2 : Society for Children and Parents (RO)

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Table of contents

Introductory	3
The structure of the training	5
Chapter 1 : Professional materials for teacher training	6
Chapter 2 : Methodology for organizing and managing the camp.....	8
Chapter 3: Theory of Supervision.....	9
Training evaluation.....	10
Methodology of awareness- raising activities.....	11
1 Chapter.....	12
1. Module: Children's rights	12
2. Module: Bullying	31
3. Module: Cyberbullying	41
4. Module: Prevention of human trafficking and drug abuse.....	56
5. Module: Critical thinking and skills to recognize signs of abuse	81
6. Module: Workshop management and community organizing basics	93
2. Chapter.....	101
1. Module: Leadership competencies and teamwork development	101
2. Module: Project management in practice	111
3. Module: Basics of Marketing management (creative thinking)	119
Chapter 3.....	131
Theory of Supervision.....	131
Evaluation of the entire training material and program	147
Methodology of Awareness-Raising Activities	151
Attachment	166
Bibliography.....	188

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Introductory

The direct goal of the “ nO bULLYING ” project is to reduce the risk factors that occur in children’s school and everyday life in terms of prevention and peer community building. Its indirect goal is to strengthen peer relationships through parent and teacher education and youth support activities.

An important element of the project is that the activities and the development of the curriculum are carried out in a cross-border manner. The project activities are implemented on both sides through close cooperation between the partners. All activities involve a mix of professionals, youth workers, and target group participants from both countries, thus promoting bilingualism and building relationships.

Activities implemented during the project :

Curriculum development (50 hours of training)

1. The curriculum is developed to create a knowledge base that empathy, informs, and transfers knowledge to the target group in an interactive manner, through workshops on topics identified by the project.
2. Chapter - professional material (25 hours)
3. Modules: children 's rights, bullying and cyberbullying, human trafficking, prevention of substance abuse, critical thinking, recognizing signs of abuse, workshop leading, and community organizing basics
4. Chapter 1 - Camp Organization (25 hours)
5. Modules: development of social competencies, project management, creative thinking, and marketing management
6. Chapter 1 - Supervision (10 hours)

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The training aims to equip youth workers with modern knowledge and methods. Youth workers will be able to approach the topics and target groups in the project with the necessary sensitivity and will have the opportunity to learn methods that can help them organize their communities. Through interactive activities and cross-border case studies, participants will learn to recognize signs of abuse, risk factors in their everyday

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lives, and learn to deal with them, or at least receive information about the possibilities of seeking help.

Camps

The aim is for youth workers to practice the new competencies they have acquired during the training, thereby sensitizing the target group, expanding their knowledge and strengthening their community.

Support centers

The target group of the centers may need services that improve mental health and build community. It involves youth workers in its activities.

Activities: counseling, psychotherapy, group work, workshops, concerts, lectures, excursions, etc.

Awareness - raising activities

The awareness-raising activities aim to communicate the project's objectives, activities, and services to the widest possible audience, i.e., young people at risk and their parents. To develop a series of online and in-person targeted campaigns on children's rights and other topics of concern to young people using innovative methods. Activities: school workshops, blog posts, podcasts, etc.

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The structure of the training

Description of the preparation of the "Child Protection and Abuse Prevention" - Cross-Border Curriculum Romania-Hungary skills development training

The material is divided into three chapters: the first is training material for trainers, the second is methodological material for organizing camps, and the third is the theory of supervision.

The structure of the curriculum	title	time (hour)
Chapter 1	Professional material	25
Module 1	Children's rights	5
Module 2	Harassment	3
Module 3	Cyberbullying	3
Module 4	Preventing human trafficking and drug abuse	5
Module 5	Critical thinking and recognizing signs of abuse	5
Module 6	Workshop management and community organizing basics	4
Chapter 2	Developing competencies related to camp organization	25
Module 1	Development of leadership competencies and teamwork	5
Module 2	Project management in practice	5
Module 3	Fundamentals of creative thinking and marketing management	5
Chapter 3	Supervision theory	10
Training evaluation	Evaluation of the entire training material and program	2

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Total post-training hours	Methodology of awareness-raising activities	2
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Chapter 1 : Professional materials for teacher training

Child Protection and Abuse Prevention is a joint training aimed at young people in Romania and Hungary, which aims to develop fundamental skills to protect children and prevent abuse in their communities. This programme is structured on 5 core modules and focuses on forming a common understanding of the rights of the child, identifying and preventing abuse, and, and developing responsible and proactive behavior in the face of the phenomena of violence, harassment and human trafficking.

Through interactive activities and cross-border case studies, participants will learn to recognize the signs of abuse and to intervene effectively, both in Romania and Hungary. They will also be trained to promote education to prevent cyberbullying, protect children and combat drug use in a cross-border context.

The training will also address the specificity of the legislation in the two countries and encourage collaboration between young people in Romania and Hungary to support the development of safe and protected communities. Participants will gain skills as trainers and educators to raise awareness among other young people by learning how to organize workshops and educational activities to promote a life free of abuse.

Methodology: The training is available in physical format, in classrooms. Interactive methods will be used, including role-playing games, group exercises, case studies and simulations to facilitate active learning. Cross-border collaboration between participants from Romania and Hungary will encourage the exchange of experience and best practices.

This training will help create a group of young leaders who will be able to apply the knowledge and skills learned to protect children and prevent abuse in their communities, in the framework of a Romania-Hungary partnership.

General objectives:

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- Great awareness and protection of children and young people:** Participants will learn about the fundamental rights of the child, how to prevent abuse and how to protect children and adolescents in their communities.
- Social skills development:** Young people will develop essential skills such as critical thinking, ability to say „nu” in the face of social pressures (such as drug use, etc, human trafficking and harassment) and self-confidence to intervene when witnessing abuse.
- Developing skills to prevent abuse and violence phenomena:** The program will contribute to empowering young people with skills on the prevention of harassment, cyberbullying, human trafficking, etc, drug use and physical and psychological abuse by educating participants about their signs and risks.
- To train young people as educators and community leaders:** Participants will acquire the skills of trainers and educators, learning how to organize and carry out educational activities for other young people on child protection topics, preventing abuse and promoting positive behavior.
- Youth learning content:** Participants will learn how to create and publish educational materials online to promote abuse prevention and responsible behavior online, thus contributing to educational campaigns among young people.
- Improgramming young people's communication and leadership:** The program will help participants improve their effective communication skills and leadership, training them to become role models and mentors for other young people in their communities.

Duration: 25 hours

Chapter 2 : Methodology for organizing and managing the camp

The youth helpers with the theoretical knowledge, practical skills, and leadership qualities necessary to realize successful camp programs.

This chapter of the curriculum consists of three modules: one is the development of social competencies (teamwork and leadership competencies), the other is the acquisition of the basics of project management (organization, planning), and the third is the introduction to the basics of marketing (creative thinking).

Methodology: the trained young helpers (volunteers) are actively involved in the process of planning and organizing the camp, thus acquiring the competencies needed to run the camp through project education (service learning). The supporting center provides space to organize lectures, workshops, or programs on the subject, thus supporting the development of organizational skills.

Generalized Objectives:

- **Planning of Camp Programs:** Participants learn about developing a structured camp framework including goals, themes, and activities.
- **Planning of Camp Management:** Youth participants will learn about the financial plan for sustainable camp management and legal and safety requirements.
- **Development of leadership and team skills:** Participants develop teamwork, communication, and conflict management skills.
- **Promoting the camp:** The participants learn about the design of the visual elements of the camp, and the way to promote the camp.

Duration: 25 hours

Chapter 3: Theory of Supervision

The third chapter of the curriculum is about the possibilities of using supervision in the process of training and mentoring young people.

Supervision is a developmental and supportive method that helps young people in their personal (self-awareness) and professional development.

The chapter aims to use the supervision method in the professional development and mentoring of young people participating in the training and supporting centers program. The advantage is that young people receive continuous feedback on their development.

Methodology: monitoring, collaboration, small group sessions where young people share their experiences and learn from each other, situational exercises, self-reflection diaries, case discussions, and role-playing.

Generalized Objectives:

- **Developing self-awareness and self-reflection:** The young people better understand their feelings, behaviour, and decisions.
- **Improving communication skills:** The participants communicate more effectively and empathetically and listen actively.
- **Supporting professional development:** The participants become more confident in their abilities. Their professional identity is strengthened, which helps them in choosing a career and navigating the world of work.
- **Increasing problem-solving and strengthening decision-making skills:** Young people develop effective strategies to deal with challenges.
- **Providing emotional support:** They manage stress and conflicts better in everyday life and at work.

Duration: 10 hours

Training evaluation

It presents the possibilities of evaluating the training material and program, which aims to raise awareness of the learning process and collect participant feedback in a structured manner. During the evaluation, participants reflect on their experiences during the training, judge the content and methodological usefulness of the different modules, and formulate suggestions for future development of the program. Feedback is collected using individual and group methods, such as Google Forms-based evaluation sheets, structured discussions, feedback circles, and creative poster creation. The questions guided by the facilitator focus on the personal learning experience, the possibility of practical utilization, and the most important insights provided by the training. The reflection toolbox offers three main processing forms: a short 10-minute online questionnaire, a 30-minute structured group discussion, and a one-hour poster creation, which also visually supports the summary of common lessons learned and the designation of further directions.

Methodology of awareness- raising activities

The nO bULLYING project's post-training module is a 4-week series of creative workshops, during which participants create two educational posts per week: one on the prevention of various forms of abuse (e.g., drug use, human trafficking, child pornography, cyberbullying), and one on promoting a life free from violence and raising awareness of children's rights. The aim of the program is to equip participants who work with young people with the skills to create engaging, clear, and inspiring content that mobilizes youth. Each week focuses on a different topic, and the completed materials are reviewed and given feedback by the trainers. At the end of the training, participants also prepare a brief campaign report and a personal reflection.

1 Chapter

1. Module: Children's rights

	Reference objectives	Basic content On theoretical or practical training modules	Training methods	Instructional tools, learning materials	Evaluation criteria
1	2	3	4	5	6
I. Children's Rights (duration: 5 hours)					

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1.	At the end of the module, participants will be able to: Understanding the fundamental rights of the child according to international and national law. Promoting awareness and respect for the rights of the child in communities. Personal development: Improve self-confidence by understanding your own rights and responsibilities.	Theoretical Content: Defining the rights of the child and relevant international sources. Men of protection of the rights of the child in Romania and Hungary. Self-reflection exercise: Participants note their fundamental rights and how they feel when they know they are protected by law.	Interactive presentations Group discussions Work in the team Role playing Personal development: Interactive activities to understand their rights and self-reflect on how they can protect and respect their rights.	In the room: Laptop, internet connection, magnetic whiteboard OR Online: Laptop, internet connection, microphone, webcam, PowerPoint presentation, online whiteboard, flipchart	Ability to define basic principles in group discussions with colleagues. Questionnaire: Knowledge test about the rights of the child. Personalized Feedback: Participants discuss what they have learned and how they can use that knowledge in their daily lives.
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1. Activity Title: "Creative Reflection – If I Were the President of Children..."

Purpose: To stimulate young people's critical thinking, empathy, and curiosity about children's needs and rights.

Recommended age for participants: 12+

Space requirements (indoor or outdoor space, small or large): Indoor space

Duration: 15–20 minutes

Tools: Sheets of paper, markers, flipchart/whiteboard

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Description of the actual activity:

Introductory context (facilitator): *"Imagine a world where every child has their own president who looks after their needs and makes laws just for children. You are that president! What rules would you create to ensure all children feel safe, heard, and supported?"*

Task: Divide participants into small groups (3–5 people). Each group must invent 3 "children's laws" they would impose if they led a country of childhood. They can write them on a sheet of paper or on post-it notes.

Presentation: Groups take turns presenting their "laws." The facilitator writes them on the board/flipchart.

Reflection: After all groups have presented, the facilitator asks:

- "Did you notice that many of your ideas resemble what we call children's rights?"
- "Can you imagine that some of these rules already exist at the international level?"
- "How do you think the world would look if all children knew their rights?"

2. Activity Title: Theoretical Presentation – "What Are Children's Rights?"

Purpose: To provide participants with a clear and well-founded understanding of the concept of "children's rights," essential principles, and the importance of knowing them.

Recommended age for participants: 12+

Space requirements (indoor or outdoor space, small or large): Indoor space, equipped with a projector or interactive whiteboard (for PowerPoint presentation)

Duration: 15–20 minutes

Tools: Laptop, projector, PowerPoint presentation, video, worksheets for final exercise

Basic theoretical notions for Training I:

Children's rights are a set of norms and principles recognized at the international level, guaranteeing every child – that is, every person under 18 years of age – protection, support, and appropriate conditions for physical, emotional, intellectual, and social development. These rights are primarily established through the United Nations Convention on the Rights of the Child (1989) and are recognized by most countries worldwide, including Romania. They are not "privileges" granted under certain conditions but fundamental rights that must always be respected, regardless of the child's origin, religion, gender, language, health status, or family situation. Among these rights are the right to life and development, education, protection from abuse, freedom of opinion and expression, medical care, and a safe and affectionate environment.

Description of the actual activity:

The facilitator presents theoretical information using PowerPoint slides:

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Romania - Hungary

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- What are children's rights?
- Who guarantees them?
- What does the 1989 UN Convention state?
- Examples of fundamental rights
- Rights are not privileges!

Questions are encouraged throughout for clarifications. Images, symbols, or real-life examples can be used to make the content more engaging.

Final exercise: "Rights I Know – Rights I Live"

Instructions: Participants will watch a video: <https://youtu.be/26Rw8Blz2gE>

Each participant receives a worksheet divided into two columns:

- Column 1: "Rights I Know"
- Column 2: "Rights I Feel Are Respected in My Life"

Participants fill in the worksheet individually in 5 minutes. Then, they form pairs or small groups to discuss their observations.

Group discussion:

- Which rights are most often respected?
- Which rights are missing in your lives or those of your peers?

3. Activity Title: Guided Debate – "Why Is It Important to Know Our Rights?"

Purpose: To help young people understand the direct connection between knowing their rights and personal empowerment, civic courage, and protection against abuses or injustices.

Recommended age for participants: 12+

Space requirements (indoor or outdoor space, small or large): Indoor space, arranged in a circle or semicircle to encourage dialogue

Duration: 20–25 minutes

Tools: PowerPoint for theoretical presentation, sheets or cards with questions, pens

Basic theoretical notions for Training I:
Because information means power. A child or adolescent who knows their rights is harder to manipulate, hurt, or ignore. Informed young people have the courage to speak up when treated unfairly and know where to seek support. At the same time, they can support peers or friends facing difficult situations, thus becoming real pillars of support in the community.

Moreover, today's young people are tomorrow's adults — and a generation that knows and respects human rights will build a fairer, more empathetic, and more responsible society. Understanding these rights is not just a form of personal defense but also a form of civic engagement — an important step toward a more just world for all children.

Description of the actual activity:

The facilitator presents the key ideas from the text, emphasizing:

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- Information means power
- Young people who know their rights have courage and know where to seek help
- They can become support for others
- Knowledge of rights = foundation for a fairer society

A guided discussion is launched (a light debate):

- Why does it matter to know what we are entitled to?
- What does it mean to be an informed adolescent?
- Have you ever helped a peer in a situation of injustice?

The facilitator notes the key ideas on the board/flipchart.

Final exercise: *"Which Right Do I Defend Today?"* Participants choose a children's right that seems important to them today, in the real world. On a post-it or card, they write:

- The chosen right
- A personal or social reason why it is important to be known/defended

Post-its are stuck on a shared board or flipchart titled "Rights That Empower Us."

At the end, a few examples are randomly read out loud and the activity closes with the idea: *"Every known right becomes a weapon against injustice."*

4. Activity Title: Interactive Lesson – "The History of Children's Rights – From Idea to Reality"

Purpose: To familiarize participants with the historical evolution of children's rights and to highlight the importance of key documents that contributed to their recognition and protection over time.

Recommended age for participants: 12+

Space requirements (indoor or outdoor space, small or large): Indoor space, equipped with a projector or interactive whiteboard

Duration: 20–25 minutes

Tools: PowerPoint presentation, images with historical documents, worksheets for the exercise

Basic theoretical notions for Training I:
Children's rights did not always exist as we know them today. Their history is closely linked to the way society gradually began to recognize that children are not just "miniature adults," but human beings with their own needs, vulnerabilities, and rights. The path to the recognition of these rights was long but essential in building a fairer world for children. The first important moment in this history occurred in 1924, when the League of Nations adopted the Geneva Declaration of the Rights of the Child. It was a turbulent period, marked by the devastating consequences of World War I. At that time, humanitarians realized that to rebuild a healthy world, protecting children, had to come first. The Geneva Declaration was a short document but with great moral weight. It stated that every child needs special protection, support for physical and spiritual development, food, medical care, and

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affection, especially when families cannot provide these. The next major step came in 1959, when the United Nations adopted the Declaration of the Rights of the Child. This declaration emerged as the world was recovering from the horrors of World War II, and children, as always, were among the most affected. The new document expanded the principles from 1924 and emphasized the necessity of guaranteeing every child access to education, protection, health, and love, without discrimination. Although it did not have legal force, the 1959 declaration contributed decisively to the development of an international awareness around children's rights and paved the way for the decisive step taken a few decades later. This step was made in 1989, when on November 20th, the UN General Assembly adopted the Convention on the Rights of the Child — the fundamental document that today stands at the base of child protection worldwide.

Unlike previous declarations, the Convention has legal force, meaning that countries that sign and ratify it are obliged to respect it. It recognizes children as full holders of rights and establishes the legal framework for their protection, listening to them, and supporting their development. The Convention addresses not only protection but also participation, respect for children's opinions, the right to education, to a decent standard of living, to identity, to health, to play, and family. It is a complex document based on a simple idea: every child matters, every child has rights and deserves to live in a safe and dignified environment. As a conclusion, the document contains 54 articles, guided by four fundamental principles:

- *Non-discrimination*
- *The best interests of the child*
- *The right to life, survival, and development*
- *Respect for the child's opinions*

Romania ratified this Convention in 1990, and Hungary committed itself in 1991 to respecting and promoting the rights of all children in the country. Since then, it has become an essential reference for public policies in the field of child protection and for raising society's awareness of the responsibility we all have towards the youngest members of it. Today, children's rights are no longer an abstract ideal but a legal and moral reality. However, for them to be respected concretely, the involvement of everyone is needed: state, family, school, community, and children themselves, who must know and claim their rights.

Description of the actual activity:

The facilitator presents the content in chronological order, as an interactive lesson:

- 1924 – Geneva Declaration (League of Nations): first international recognition of the need for special protection for children.
- 1959 – UN Declaration of the Rights of the Child: expands the basic rights (education, health, protection).
- 1989 – UN Convention on the Rights of the Child: legally binding document, signed by most countries worldwide.

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- Romania – ratification in 1990/Hungary ratified in 1991.

The four fundamental principles of the Convention are explained:

- Non-discrimination
- The best interests of the child
- The right to life, survival, and development
- Respect for the child's opinion

Images, timelines, or questions can be used to involve participants. Emphasis is placed on the idea that these rights did not appear "overnight" but are the result of a historical struggle.

Final exercise: "Living Timeline". Participants each receive a card with a year or event from the evolution of children's rights (e.g., 1924, 1989 Convention, Romania's ratification, the four principles, etc.). Everyone must arrange themselves in chronological order, forming a "living timeline." Each one briefly explains what their moment represents and why it is important. At the end, the facilitator concludes with the idea: *"Every step from the past paved the way for the rights we have today."*

5. Activity Title: Interactive Activity – "The Four Guiding Stars of Children's Rights"

Purpose: To help participants understand and remember the four fundamental principles of the UN Convention on the Rights of the Child and to reflect on how these principles apply in real life.

Recommended age: 12+

Space requirements: Indoor space, equipped with projector and whiteboard

Duration: 20–25 minutes

Tools: PowerPoint presentation, handouts with theoretical text, colored cards, worksheets, markers

Basic theoretical notions for Training I:
The UN Convention on the Rights of the Child, adopted in 1989, is the most important international document dedicated to children and has become an essential reference point for all states assuming responsibility for protecting childhood. Behind the complex list of rights recognized for children worldwide, the Convention is based on four fundamental principles that give direction and meaning to the entire legal framework. These principles are not just general ideas but essential benchmarks in interpreting and applying all children's rights, guiding authorities, professionals, and parents in decision-making that affects children's lives.

The first principle is non-discrimination, which strongly affirms that all children, without exception, have the same rights, regardless of gender, race, religion, language, social origin, disability, legal or economic status. This principle rejects any form of exclusion or differential treatment and reminds us that every child deserves to be seen with the same care and dignity, especially those from vulnerable backgrounds. Respecting this principle means not

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just avoiding discrimination but also taking active measures to support the most disadvantaged so that equality of opportunity becomes a reality.

The second fundamental principle is the best interests of the child. According to the Convention, in any decision affecting a child — whether made by parents, authorities, teachers, or courts — the child's best interests must be the primary consideration. It becomes a moral and legal compass that demands the child's well-being be prioritized over the interests of institutions or adults involved.

The third principle is the right to life, survival, and development. Beyond mere biological existence, this right involves guaranteeing living conditions that allow the child to develop fully — physically, mentally, emotionally, spiritually, and socially. The state must protect the child's life from birth and create a safe, healthy, and favorable environment for growth.

The fourth principle is respect for the child's opinion. This principle reminds us that a child is not just a passive recipient of decisions but an active subject with thoughts, feelings, and viewpoints that deserve to be heard. Children have the right to freely express their opinions on matters affecting them, and these opinions must be taken into account according to their age and maturity. Giving children the chance to express themselves does not mean giving them the final decision but showing them that their voice matters.

These four principles — non-discrimination, best interests of the child, right to development, and respect for opinion — form the backbone of child protection in international law. They are present in all interventions dedicated to children, from national policies to everyday relationships in families or schools. More than legal concepts, they express a philosophy recognizing the child as a full human being, deserving of respect, care, and participation. In applying these principles lies the essence of a society that respects childhood.

Description of the actual activity:

1. Introduction – Interactive Moment (3–5 min):

Activation questions:

- Have you heard of the UN Convention on the Rights of the Child?
- What do you think a "fundamental principle" means?
- Why do you think it's important to have principles guiding children's rights?

2. Theoretical part – "The Lesson of the Four Principles" (8–10 min): The facilitator reads/explains the theoretical part using the PowerPoint or distributed handouts. The text can be divided into 4 sections, one for each principle, and short discussions or questions can follow each one.

3. Guided discussion – Practical application (3–5 min):

Sample questions:

- How are these principles applied in school?
- When did you feel that your voice was (or was not) heard?
- What does "the best interests of the child" mean in real life?

4. Final exercise: "The Story of the Four Principles" (10 min)

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- Participants are divided into 2 teams.
- Each team receives one principle + a real or fictional concrete situation.
- They create a short story (2–3 min) illustrating how that principle applies.

At the end, teams present their stories, and the class identifies the illustrated principle.

6. Activity Title: Interactive Exercise – "Children's Rights – The Color of Justice"

Purpose: To familiarize young people with the complete list of children's rights and to help them understand how these rights are thematically grouped (education, health, expression, protection, identity).

Recommended age: 12+

Space requirements: Indoor space, with tables or work corners for group work

Duration: 20–30 minutes

Tools:

- Individual slips of paper with each of the 54 rights (one right per slip)
- Colored boards/posters corresponding to thematic categories (with matching colors)
- Categorization table or worksheet (optional)
- PowerPoint presentation with the complete list of rights (grouped or ungrouped)

Basic theoretical notions for Training I:

1. A child is any person under the age of 18.
2. All children have these rights, regardless of who they are, where they live, what language they speak, what they think, how they look, whether they are boys or girls, whether they have a disability, whether they are rich or poor, and regardless of who their parents or families are or what they believe.
3. When adults make decisions, they must consider how those decisions will affect children. All adults must do what is best for children. Governments must support the protection and care of children by parents or, when necessary, by other people. Governments must ensure that the individuals and institutions responsible for children's protection and care properly carry out their duties.
4. Governments must do everything in their power to ensure that all children in their countries enjoy the rights recognized by this Convention.
5. Governments must allow families and communities to guide children so that, as they develop, they learn to exercise their rights in the best way possible. The older children get, the less guidance they will need.
6. Every child has the right to life and survival. Governments must ensure conditions in which children can develop in the best possible way.
7. Name and nationality – Children are registered at birth and receive a name recognized by the state. Children must have a nationality (belong to a country).

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As far as possible, children have the right to know and be cared for by their parents.

8. Protection of identity – Children have the right to their own identity — an official record that shows who they are, including nationality, name, and family relationships. No one should violate this right, but if it happens, governments must assist children and ensure the restoration of their identity.
9. Children must not be separated from their parents, except when the children are not being properly cared for — for example, if a parent harms or neglects the child. Children whose parents live separately must maintain contact with both parents, unless contact would be harmful to the child.
10. If a child lives in a different country from their parents, governments must allow the child and the parents to travel so that the family can stay in contact and be together.
11. Governments must prevent children from being taken out of the country illegally, such as through kidnapping or being taken to another country by one parent without the other parent's consent.
12. Children have the right to freely express their opinion on any matter that affects them. Adults should listen to children and take their views seriously.
13. Children have the right to express themselves freely and to receive and share information about what they learn, think, or feel, whether orally, in writing, in print, through art, or in any other form — unless doing so violates the rights of others.
14. Children have the right to their own thoughts, beliefs, and to choose a religion — but this must not restrict the rights of others. Parents may guide their children so that, as they grow, they learn to exercise this right properly.
15. Children have the right to associate or form groups or organizations and to meet with other children, as long as this does not endanger the rights of others.
16. Every child has the right to privacy. The law must protect the child's privacy, family, home, correspondence, and reputation from any attacks.
17. Children have the right to access information through the Internet, radio, television, newspapers, books, and other sources. Adults must ensure that the information children access is not harmful. States must encourage the media to share information from a wide variety of sources, in languages children can understand.
18. Parents are the primary people responsible for raising the child. If a child has no parents, another adult — called a "guardian" takes responsibility. Parents and guardians must always consider what is best for the child. Governments must assist parents and guardians. When a child has both parents, both are responsible for the child's upbringing.

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19. Governments must protect children from violence, abuse, and neglect by their caregivers.
20. Any child who cannot be cared for by their family has the right to be properly cared for by people who respect the child's religion, culture, language, and other aspects of their life.
21. When a child is adopted, the most important factor must be the child's well-being. If a child cannot be properly cared for in their own country (e.g., living with another family instead of the birth family), they may be adopted in another country.
22. Children who arrive in another country as refugees (because they are not safe in their home country) must receive help, protection, and the same rights as children born in that country.
23. Every child with a disability must enjoy the best possible living conditions in society. States must remove all barriers preventing children with disabilities from becoming independent and actively participating in community life.
24. Children have the right to the best possible medical care, access to clean water, healthy food, and to live in a clean and safe environment. All adults and children must have access to information about their safety and health.
25. Every child placed outside the family (for care, protection, or recovery) has the right to regular review and reassessment of their situation to ensure everything remains appropriate and that the placement continues to serve their best interests.
26. Governments must provide money or other forms of support to help children from vulnerable families.
27. Children have the right to food, clothing, and a safe place to live, so they can grow in the best possible way. The state must assist families and children who cannot afford these necessities.
28. Every child has the right to education. Primary education must be free. Secondary, vocational, and university education must be accessible to every child. Children should be encouraged to stay in school to the highest possible level. Discipline in schools must respect children's rights and never be violent.
29. Children's education must help them fully develop their personality, talents, and abilities. It must help them understand their own rights and respect the rights, culture, and differences of others. It must teach them to live peacefully and to protect the environment.
30. Children have the right to use their own language, culture, and religion, even if these are minority ones in the country they live in.
31. Every child has the right to rest, leisure, and to participate in cultural and artistic activities.

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32. Every child has the right to be protected from hazardous work or work that could harm their education, health, or development. If children work, they have the right to protection and fair pay.
33. Governments must protect children from the use, production, transportation, or trafficking of drugs.
34. Governments must protect children from sexual exploitation and abuse, including being forced into sexual activities for money or being coerced into being photographed or filmed in intimate situations.
35. Governments must take all possible measures to prevent child abduction, trafficking, or transportation for exploitation purposes.
36. Children must be protected from all forms of exploitation, even if not explicitly mentioned in the Convention.
37. Children accused of breaking the law must not be killed, tortured, subjected to cruel treatment, or sentenced to life imprisonment or incarceration with adults. Imprisonment must be a last resort and only for the shortest possible time. Children deprived of liberty must have legal assistance and must be able to maintain contact with their family.
38. Children must be protected during wartime. Governments must provide special protection to children affected by war. No child under 15 years old can be recruited into the army or participate in war.
39. Children who are victims of abuse, maltreatment, neglect, exploitation, or armed conflict have the right to assistance for physical and psychological recovery.
40. Children accused of breaking the law have the right to legal assistance and to be treated fairly. Solutions must be found to help these children reintegrate into society. Incarceration must be the last option.
41. If a country's laws offer greater protection of children's rights than this Convention, those laws must be applied.
42. Governments must ensure that both children and adults are widely informed about the provisions of this Convention, so that everyone knows about children's rights.
- 43–54. These articles explain how States, the United Nations — including the Committee on the Rights of the Child and UNICEF — and other organizations work to ensure that all children enjoy all their rights.

Description of the actual activity:

1. Introduction (5 minutes): The facilitator projects a slide titled: "*UN Convention: The 54 Fundamental Rights of the Child*". It is explained that children's rights cover multiple areas of their lives.

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2. Practical activity – "My Right Has a Color!" (15–20 minutes): Participants randomly draw 1–2 slips, each containing a specific right. They must place/associate them with one of the following thematic categories:

- Education
- Health
- Protection
- Expression and Opinion
- Identity & Family

Participants can work individually or in small teams. Each choice should be briefly justified: "I placed *the right to access information* because..."

3. **Reflection** **Discussion** (5 **minutes**):

The facilitator may ask:

- Did you discover any rights you didn't know about?
- Was it hard to choose a category? Why?
- Do some rights fit into multiple categories?

Conclusion Slide: *"All rights are interconnected and equally important. Every child need all of them to grow harmoniously."*

7. Activity Title: The Role of Youth in Promoting Children's Rights

Purpose: To raise awareness about the importance of young people's involvement in protecting and promoting children's rights and to encourage youth to become active participants in their communities to promote respect for fundamental children's rights.

Recommended age for participants: 12+

Space requirements (indoor or outdoor space, small or large): Indoor space, medium-sized, allowing small group arrangements and group discussions.

Duration: 15–20 minutes

Tools:

- Cards with youth involvement scenarios (e.g., "You are a student council member", "You want to protect a colleague from bullying")
- Flipchart or whiteboard for noting ideas
- Markers for grouping ideas

Basic theoretical notions for Training I:

In a society where young people's voices are increasingly present in the public space, their involvement in promoting children's rights gains deep value. Young people should not be seen only as beneficiaries of these rights but also as active participants in defending and strengthening them. They can become reliable allies in building a culture of respect for childhood, and their involvement can directly and positively influence communities. For this role to be assumed responsibly, young people must first be informed. Knowing children's rights, the context in which they were recognized, and how they are applied in practice is

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*essential. Education on children's rights, provided in school or through extracurricular activities, gives young people the necessary tools to understand these topics and act confidently when they observe rights violations. Another important step is identifying the state institutions responsible for protecting children's rights. In Romania, several public administration structures have this role. The **National Authority for the Protection of Children's Rights and Adoption (ANPDCA)** coordinates public policies at the national level. It develops strategies, regulations, and standards for ensuring children's welfare. At the local level, **General Directorates for Social Assistance and Child Protection (DGASPC)** operate under county councils or the sector councils in Bucharest. These directorates intervene directly in cases of abuse, neglect, abandonment, or any situation endangering a child's safety, development, or access to education and health. DGASPCs also handle special protection measures such as foster care, residential centers, or family counseling. Also, the **People's Advocate** institution, through the Children's Advocate, is competent to receive and investigate complaints related to children's rights violations. It oversees the observance of fundamental rights and can intervene in specific cases or propose legislative changes if necessary. Knowing these structures and their responsibilities, young people can move from being mere observers to being messengers, partners, and even defenders of children's rights. By participating in public consultations, joining student councils, engaging in civic projects, or non-formal education activities, they can bring children's real needs to the authorities' attention and contribute to solving problems. Moreover, young people can be ambassadors for children's rights within their communities. This mission does not require an official title, but a moral commitment. Being an ambassador means standing up when a colleague is bullied, encouraging a friend to speak up when feeling wrong, participating in debates about education, safety, health, or the environment, and promoting positive and informative messages about children's rights online. It is a form of active involvement that transforms knowledge into action. In a world that needs balance and solidarity, young people can become the leaders of real change. They can build bridges between generations, between institutions and communities, between reality and ideals. In their hands lies not only the energy for a better future but also the ability to shape the present — with empathy, courage, and respect for the rights of every child.*

Description of the actual activity:

Introduction (5 minutes): The facilitator explains the role of youth in promoting children's rights and the importance of knowing them. A discussion follows about fundamental rights and how young people can influence change in their communities.

Dividing participants into small groups (2 minutes): Participants are divided into small groups of 3–5 people. Each group receives a card with a scenario where a young person promotes children's rights (example: "You are actively involved in a civic project; what actions would you take to promote children's rights?").

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Group discussion (7–10 minutes): Each group discusses how they would act to promote children's rights in the given scenario. Participants write their ideas on a flipchart or large sheet of paper.

Presentation of ideas (5–7 minutes): Each group presents the solutions and ideas they came up with. The facilitator groups the ideas by themes (education, protection, health, expression) and discusses them with all participants.

Final discussion (3–5 minutes): The facilitator encourages a discussion on the importance of youth involvement in promoting children's rights. The emphasis is placed on the fact that young people can be ambassadors for rights in their communities and that every action counts towards building a fairer society.

8.1.8. Activity Title: Defending Children's Rights and Actions in Case of Violation

Purpose: To teach participants how to recognize situations where children's rights are violated and how to act responsibly and effectively to defend these rights, for themselves and others.

Recommended age for participants: 12+

Space requirements (indoor or outdoor space, small or large): Indoor space that allows both individual and team work.

Duration: 20–25 minutes

Tools:

- Situational scenario cards (descriptions of rights violation cases)
- Flipchart or whiteboard
- Markers, A3 paper sheets

Basic theoretical notions for Training I:

Knowing one's rights is not enough — young people must also know how to act when these rights are not respected. Violations of children's rights can occur in multiple forms: from verbal or physical abuse, discrimination, neglect, to denial of access to education, health services, or participation in decisions affecting them. When noticing or being victims of rights violations, children and adolescents must:

1. *Seek help from a trusted adult: teacher, parent, counselor, educator.*
2. *Contact protection institutions:*
 - o *The General Directorate of Social Assistance and Child Protection (DGASPC) at the county or sector level.*
 - o *Child Helpline 119 (free, confidential).*
3. *Inform a professional: doctor, psychologist, lawyer, teacher — who can guide them properly.*
4. *Write or make a complaint: at school, at the DGASPC, or even to the Children's Advocate.*

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5. *Speak openly about injustice: through campaigns, school projects, civic engagement actions.*

The right attitude when facing a violation of children's rights involves:

- *Calmness and courage.*
- *Seeking immediate help and not facing the situation alone.*
- *Perseverance — not giving up until protection is obtained.*
- *Respect for the law and using non-violent means to defend oneself.*

Learning how to defend rights is not about encouraging conflict, but about promoting respect, solidarity, and protection. Each voice raised in favor of children's rights contributes to a safer and more just world for everyone.

Description of the actual activity:

Introduction (5 minutes): The facilitator briefly presents the basic theoretical notions.

Group Exercise – "What Do We Do?" (15 minutes): Participants are divided into small teams. Each team receives a card describing a situation where children's rights are violated.

Example scenarios:

- A child is bullied at school and no adult intervenes.
- A child is discriminated against because of their origin or disability.
- A child is forced to work instead of going to school.
- A child is not allowed to express their opinion during a class council.
- A child suffers physical or emotional abuse at home.

Each team must discuss and propose an action plan:

- What immediate steps should be taken?
- Who should be contacted?
- What are the rights being violated?
- How can the problem be solved legally and ethically?

Teams note their ideas on A3 sheets.

Presentation (5 minutes): Each team presents their action plan.

Conclusion (2–3 minutes): The facilitator summarizes key messages:

- You are not alone: there are adults, institutions, and laws that protect you.
- Speaking up is a sign of strength, not weakness.
- Every child deserves protection, respect, and support.

9. Activity Title: The Rights Game

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Purpose: To consolidate participants' knowledge about children's rights through an interactive and dynamic game that tests both their knowledge and their ability to apply it in various contexts.

Recommended age for participants: 12+

Space requirements (indoor or outdoor space, small or large): Large space that allows free movement, divided into play zones (indoor or outdoor)

Duration: 30–40 minutes (can be extended depending on group size)

Tools:

- Set of question cards about children's rights (for quizzes)
- Role-play situation cards
- Colored cones or ribbons for movement games
- Flipchart, markers
- Rewards (optional, for motivational purposes)

Basic theoretical notions for Training I:

Consolidating knowledge about children's rights is more effective when it is done through playful and experiential methods. Games that involve movement, creativity, and problem-solving stimulate not only memory but also emotional connection to the topic. Learning about rights must be associated with positive emotions: courage, trust, cooperation, joy. Thus, young people can better internalize these values and will more easily identify and defend children's rights in real situations. The Rights Game combines knowledge testing, physical movement, collaboration, and quick thinking to create an energetic and educational experience.

Description of the actual activity:

Preparation: The facilitator prepares three zones or types of challenges:

- **Zone 1: Knowledge Quiz** (questions about rights)
- **Zone 2: Situational Scenarios** (what to do when a right is violated)
- **Zone 3: Movement and Cooperation Games** (challenges linked to key concepts: trust, protection, cooperation)

Organization:

- Participants are divided into 2–4 teams, depending on the total number.
- Each team receives a color or a team name.
- Teams rotate through the zones, completing challenges and earning points.

Examples of Zone Challenges:

- **Knowledge Quiz:**
 - o What is the document that regulates children's rights worldwide? (Answer: UN Convention on the Rights of the Child)
 - o Name two rights related to education.
 - o What principle says that all children must be treated equally?
- **Situational Scenarios:**

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- o If you see a colleague being discriminated against, what do you do?
- o If a child is not allowed to express an opinion in class, what right is being violated?

- **Movement and Cooperation Games:**

- o "Obstacle Course for the Right to Education": carry a symbolic "backpack of knowledge" through obstacles.
- o "Trust Circle": blindfolded, team members must guide each other using only their voices (symbolizing protection and support).

Scoring:

Points are awarded for:

- Correct answers
- Creativity in solving scenarios
- Team spirit and cooperation

Conclusion (5 minutes):

- Totals are announced and a symbolic reward is offered (optional).
- The facilitator emphasizes that the most important "victory" is knowing and defending rights.

Final message: *"When we know our rights and defend them, we are stronger together."*

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2. Module: Bullying

No Crt	Reference objectives	Basic content On theoretical or practical training modules	Training methods	Educational tools, teaching materials	Evaluation criteria
1	2	3	4	5	6
II. Bullying (duration: 3 hours)					

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1.	At the end of the module, participants will be able to: Understanding the concept of bullying. Develop skills to prevent and intervene in bullying. Personal development: Improves self-confidence and the ability to say no in bullying situations. Increase acceptance of each other (empathy).	Theoretical content: Definition of bullying. Self-reflection exercise: How do we protect ourselves? Have we been abusers in our lives?	Interactive presentations Group discussions Teamwork Roleplaying Personal development: Exercises to increase self-confidence, self-awareness, and the ability to intervene in cases of bullying. Group exercise: a discussion on how to be more resilient to bullying.	In room: laptop, internet connection, magnetic board OR Online: laptop, internet connection, microphone, webcam, PowerPoint presentation, online whiteboard, flipchart Other tools: A4 paper, Post-it, box with mirror	Ability to define principles in group discussions with colleagues; Continuous feedback based on role-plays.
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1. Activity Title: Violence in my life - brainstorming

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Purpose: To clarify the phenomenon of bullying, to develop tolerance, and a sense of responsibility

Recommended age for participants: 15 -

Space requirements (indoor or outdoor space, small or large): indoor space

Duration: 15 minutes

Tools: flipchart paper, flipchart board, markers, pens

Description of the actual activity: participants collect ideas related to the word violence, and list examples of everyday acts of violence.

Basic theoretical notions for Training:

School bullying occurs when a student is repeatedly and over an extended period subjected to negative actions by one or more peers.

We talk about school (peer) bullying when the following conditions are met:

- *The actions take place within a peer group setting.*
- *The bullying aims to cause physical or psychological harm.*
- *There is a power imbalance — the victim is unable to defend themselves in the given situation.*
- *The harmful behavior is repeated over time.*

2. Activity Title: Profiling

Purpose: to clarify theory and concept, to be involved, to recognize possible prejudices

Recommended age for participants: 15 -

Space requirements: indoor space

Duration: 60 minutes

Tools: flipchart paper, marker pen, A4 paper

Description of the actual activity:

1. Step: The participants are divided into three groups. Each group has its role: abuser, victim, or bystander. The groups write down and discuss their roles in terms of:
 - What does the bystander/victim/abuser look like (each group only about their role)
 - What are their characteristics?
 - What emotions do they evoke in me?
 - What are the strengths of these roles?
2. Step: Working on the topic using the dramatic method: two to three people perform a short scene about an incident (can be prepared in advance).

Introductory context (facilitator): talk through situations 1-3, looking at the impact and consequences, and then reflect on the role-play based on whether they think it was harassment or violence. How could it have been different?

Clarifying theory and concepts - the actors of harassment:

- victims

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A typical victim is someone who has low self-esteem, is shy and withdrawn. They have poorer-than-average social skills, few friends (often none), and are unpopular. He/she has a lower-than-realistic perception of his/her social status and personal attractiveness. If a boy, physically weaker than others. If the bully already has a lot of power in a community and launches a deliberate, thoughtful attack, even a student who is internally stable and in a relatively good social position will find it very difficult to defend himself.

Within the victims, a special group of students is those who sometimes bully others themselves; they are referred to in the literature as bullying victims.

- abusers

Abusers are often impulsive and have poorer than average self-control, but they can also be well-situated and have good social intelligence. One of the most important common features of bullies is that they are individuals who value social power. This means not only that they have a desire for power, but also that they consider the pursuit of power to be 'normal', i.e. a valid social norm.

- bystanders

They are the ones who could stop the harasser. Different roles can be distinguished according to their attitudes towards the violence and the event, the harasser and the victim, and their capacity to act on them.

The harasser often has "henchmen" who, although they do not start the harassment, are actively involved.

Passive supporters of the harasser like what is happening, but do not actively participate.

The idle bystander takes no position ("None of my business.")

The attitudes of the victim's advocate are clear: he condemns the harassment, and fear does not stop him from coming to the victim's aid in some way. However, some students are more hesitant. The passive protector sympathises with the victim, disapproves of the harassment, but does nothing.

3. Activity Title: Lone offender/school shooting

Purpose: to raise awareness of a new type of bullying in schools

Recommended age for participants: 20 -

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Space requirements: indoor space

Duration: 30 minutes

Tools: projector, laptop, speaker

Description of the actual activity: After watching the short film, Evan gives an interactive presentation.

<https://www.youtube.com/watch?v=A8syQeFtBKc&t=3s>

Clarifying theory and concepts:

After watching the short film, reflective questions to help you recognize the signs that can reduce the possibility of a school shooting:

- *After first viewing:*
What did we see in the short film? What is the story?
- *On a second viewing, stop the recording at distractions (e.g., the kid is being spoken to and puts on the headphones, the kid with the headphones is watching a gun scene on the laptop, while scrolling through insta, the kid holding the gun and posting this, when the kid is being bullied by his peers, when the same kid, imitating his teacher, is holding a gun). Having said that, it is important to emphasize that each of these incidents is preceded by a similar sign.*

Risk assessor categories can be distinguished:

1. *Immediate threat: Days/hours until the act occurs*
2. *Imminent threat: A few weeks until the act takes place*
3. *Long-term threat: Months/years to go before the act occurs.*

Categories of mobilization indicators:

1. *Category: strong signals in themselves, requiring official intervention. For example: will, declaration of self-sacrifice, assault, making and testing explosives, rehearsal/simulation of an attack, acquisition of unusual weaponry (e.g., bulletproof vest)*
2. *By themselves, they are moderate signals; the presence of several indicators together is necessary to signal, but they require strong attention. They represent an imminent or long-term threat. For example: surveillance of potential targets, creation or editing of violent videos, images, messages, direct contact with relevant extremists, acting out/outbursts, or other behavior that results in exclusion/rejection by the community*
3. *By themselves, weak indicators; several other indicators are needed side by side. Immediate or long-term threat. For example: dispossession of personal belongings, dehumanization of the majority of the community, change in vocabulary, appearance, speaking style, behavior, which may be linked to narrow, violent/extremist thinking.*

4. Activity Title: Create a better world!

Purpose: To find ways to tackle bullying in schools, the final exercise

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Recommended age for participants: 14-

Space requirements: indoor space

Duration: 30 minutes

Tools: flipchart board, flipchart paper, pens, postit

Activity description: participants have the opportunity to make a miracle happen. They have the opportunity to draw a big globe of the Earth. Have everyone think about bullying (be it at school, online, in any form). Think about how they would change it, then write it down on a post-it, one by one place them on the Earth while describing their thoughts on it. Together, create a world free of abuse.

Reflection opportunities/framework for reflection: The concept and clarification of prevention can be introduced.

A thought for the next three games: now we are creating a better world. We believe that if we develop self-confidence, the ability to say no, and empathy, bullying will decrease.

Clarifying theory and concepts:

The consequence of unmet needs is harassment. How can harassment be prevented? Prevention - also known as anticipation - aims to stop problems before they start, or at least reduce the chances of them happening. Prevention can be primary - acting before the problem starts -, secondary - aiming at early detection and intervention - or tertiary - aiming at mitigating the harmful consequences.

The focus of the session is on **primary prevention**, which aims to prevent bullying before it starts. To this end, we focus on developing skills such as **self-confidence**, the **ability to say no** and **empathy**. These competences are essential for building healthy peer relationships and creating safe, accepting communities.

5. Activity Title: Mirror - mirror

Purpose: Empathy development, emotion recognition, warming up, tuning game

Recommended age for participants: 14-

Space requirements: indoor space

Duration: 15 minutes

Tools: -

Activity description: participants sit in pairs, facing each other, one person is the "speaker" and the other the "mirror". The speaker has to share something personal or challenging that they are going through, while the mirror has to listen carefully and try to nonverbally mirror the speaker's emotions through facial expressions and body language. The mirror should not offer advice or solutions, but rather just try to understand and reflect the speaker's feelings. After a few minutes, the roles are reversed.

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Reflection opportunities/framework for reflection: Large group processing. How did it feel to be a speaker, to have someone listen to us, and be able to listen to our feelings? How did it feel to be a mirror and to put yourself in their shoes? What was it like to mentalize the other person?

6. Activity Title: Draw the line - Say no!

Purpose: to practice saying no, to draw boundaries

Recommended age for participants: 14-

Space requirements: indoor space

Duration: 15 minutes

Tools: -

Activity description:

Step 1: The group members choose a partner, preferably someone they don't know very well. They discuss who will be the border guard and who will be the one approaching the border. They should be about one and a half to two metres apart. The border group member mentally selects a distance that is comfortable for them, here and now. The player approaching the boundary moves off and tries to feel where the other player's boundary is. If the boundary-keeper feels that the other player does not perceive his boundary well (stops too close or too far away), he can change his metacommunication signals to indicate his needs. If the optimal distance can be found, then role reversal.

Step 2: Another pair is chosen by the group members, again mentally defining their boundaries, but this time ignoring the other's perceived or real boundaries.

Reflection opportunities/framework for reflection: How did it feel to be on the border? Was the other boundary easy to perceive? What was it? How was it to ignore the other's boundary? How was it to sense that the other did not respect our boundaries? What was it like to break boundaries?

7. Activity Title: Interception

Purpose: to increase empathy

Recommended age for participants: 14-

Space requirements: indoor space

Duration: 15 minutes

Tools: -

Activity description: the group members start walking around the space. There is one rule, all invitations must be accepted, no one can be refused. The inviter uses non-verbal signs, the couple sits out in a part of the room and the inviter tells why he/she was chosen, the invitee does not reflect.

8. Activity Title: Accept - Reject

Purpose: a warm-up game to get you in the mood

Recommended age of participants: 14 -

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Space requirements: indoor space

Duration: 15 minutes

Tools: -

Description of activity: Adoption: group members start walking around the space. There is one rule, all invitations must be accepted, no one can be refused. Using non-verbal signs, the inviter, the couple sits out in a part of the room and the inviter tells why he/she was chosen, the invitee does not reflect. Rejection.

First aid for the rejected: participants pair up as they wish. One member of the pair plays the role of the rejected person, the other the role of the best friend. They talk for 5 minutes, and the latter tries to help and discuss his feelings with him. If necessary, the roles are then reversed.

Reflection opportunities/framework for reflection: In a large group, bring back feelings.

9. Activity Title: Everyday conflict - school bullying, what is the difference?

Purpose: to differentiate everyday, normal conflicts from bullying situations, and to help apply the definition correctly

Recommended age of participants: 14 -

Space requirements: indoor space

Duration: 20 minutes

Tools: flipchart paper, flipchart board, pens

Activity description: Ask participants to give examples of everyday conflicts and abuse, and talk about them based on theory.

10. Activity Title: Name what I am

Purpose: attuning, sensitising

Recommended age for participants: 14-

Space requirements: indoor space

Duration: 15 minutes

Tools: paper, pen

Activity description: Each participants write down on a piece of paper a nickname they don't like. Roll them up into a galaxy and throw them in the trash can at the same time, symbolizing that they have gotten rid of them. On another piece of paper, have everyone write down the name they like/would like to be called, and read them out loud.

11. Activity Title: The power of words

Purpose: sensitisation, empathy, mapping verbal abuse

Recommended age for participants: 14-

Space requirements: indoor space

Duration: 20 minutes

Tools: flipchart paper, flipchart board, pen, postit notes, pens

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Activity description: on a flipchart paper, a silhouette of a child on which the participants glue post-its with hurtful, offensive words. When the silhouette is full, it is crumpled up. Then ask the participants to try to smooth it out. Or this can be replaced by working on the following small film.

<https://www.youtube.com/watch?v=ITWsXG3N574>

12. Activity Title: Mirror image game

Purpose: to strengthen self-confidence and self-esteem

Recommended age for participants: 7-

Space requirements: (enclosed or open space, small or large): enclosed

Duration: 10 minutes

Tools: a box with a mirror

Activity description:

1. Preparation: A mirror is placed in the box so that whoever looks into it sees only themselves.
2. Introduction: The teacher or referee addresses the group in this way:
 - "In this box, you will see who is the best in the class! One by one, you will come out and look inside, but you cannot tell anyone whom you have seen."
3. Viewing: one by one, the students go to the box, look inside, and then sit back down without telling anyone what they have seen.
4. Discussion:
 - After everyone has looked, the teacher asks:
 - "Why do you think you are the best?"
 - "How did it feel to look inside the box?"
 - "What does this message mean to you?"

13. Activity Title: What kind of superhero am I?

Purpose: To increase self-esteem and identify personal strengths.

Recommended age for participants: 7-

Space requirements: (enclosed or open space, small or large): enclosed

Duration: 10 minutes

Tools: paper, coloured pens, glue.

Activity description:

1. Introduction: Each student is allowed to think of a superhero that reflects their personality. Children can choose to write a superhero name next to their name that expresses them (e.g., "Helpful Elf" or "Brave Representative").

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2. The game: after everyone has guessed their superhero, ask them to draw their own "superhero". For this, we provide coloured pens and paper. Next to them, they write down their superpower: "I help when I see someone sad" or "I always do my best".
3. Discussing the topic: once the children have finished their drawings, they can present them to the others and then discuss together what strengths they have and how they can help each other with them.

Reflection opportunities/framework: everyone has unique strengths, and the most important thing is to recognise what our own superpowers are, as these will help us not only to improve ourselves but also to support others.

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3. Module: Cyberbullying

Nr. Crt	Reference objectives	Basic content On theoretical or practical training modules	Training methods	Instructional tools, learning materials	Evaluation criteria
1	2	3	4	5	6
3. Cyberbullying (duration: 3 hours)					
1.	At the end of the module, participants will be able to: Understand the concepts of cyberbullying. Develop skills to prevent and intervene in cases of cyberbullying. Personal development: Improve self-confidence and the ability to say "no" in cyberbullying situations.	Theoretical Content: Definition of cyberbullying. The risks of social networks and safe use of the internet. Self-reflection exercise: How do you protect your image and privacy online?	Interactive presentations Group discussions Teamwork Role playing Personal development: Exercises to increase self-confidence and the ability to intervene in cases of harassment. Group exercise: Debate on how we can become more resilient to cyberbullying and what it means to	In the room: Laptop, internet connection, magnetic whiteboard OR Online: Laptop, internet connection, microphone, webcam, PowerPoint presentation, online whiteboard, flipchart	Ability to define basic principles in group discussions with colleagues. Questionnaire on cyberbullying and online self-protection. Continuous feedback based on role-play activities.

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			maintain your dignity online.		
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The Phenomenon of Cyberbullying among Adolescents: Definitions, Causes, Effects, and Prevention Measures

1. Activity Title: Thematic Introduction – "The Digital World and Its Hidden Face"

Purpose: To familiarize participants with the topic of cyberbullying, to awaken their interest in the subject, and to highlight its relevance in daily life, in the context of the intensive use of social networks.

Recommended age: 12+

Space requirements: Indoor space, classroom or training room type, equipped with a projector / interactive whiteboard

Duration: 15–20 minutes

Tools: Laptop, projector, introductory slide, short video or collage of real news (1–2 minutes), question sheets, post-its, flipchart

Basic theoretical notions for Training I:

Cyberbullying is a form of harassment carried out through technology — social media, chats, online platforms. It has emerged as an extension of traditional bullying and affects an increasing number of adolescents. It is characterized by the ease of distributing offensive content, the possibility of anonymity, and a profound psychological impact. The topic is extremely current in a digitized world, where the boundaries of privacy are increasingly fragile.

Description of the actual activity:

Interactive warm-up: The facilitator asks openly: "What is the first app you open in the morning? Why?" Answers are noted on the flipchart to highlight the constant connection to the digital space.

Mini video / introductory collage: An impactful video is projected (e.g., a collage of real news headlines about cyberbullying cases or an anonymous testimony).

Short, guided reflection (individual):

Participants respond on post-its or question sheets to three questions:

- What makes you feel good online?
- What makes you feel uncomfortable or unsafe?
- Have you ever heard of cyberbullying cases? How did you feel?

Collective discussion: Some responses are read aloud (voluntarily), and the facilitator connects the answers to the topic: "Today we will talk about the hidden face of the online world — cyberbullying: what it is, how it affects us, and how we can act."

Closing slide of the introduction:

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- What is cyberbullying (short definition)
- Why it is important to talk about it
- What follows in the course

2. Activity Title: Exploring the Concept – "Is It or Is It Not Cyberbullying?"

Purpose: To guide participants toward a clear understanding of the concept of cyberbullying, starting from concrete situations, and to highlight the differences compared to traditional bullying.

Recommended age: 12+

Space requirements: Indoor space, with projector and whiteboard or flipchart

Duration: 20–25 minutes

Tools: Printed cards/situations, "YES = it is cyberbullying" / "NO = it is not cyberbullying" signs, PowerPoint presentation (1 slide with the final definition), markers

Basic theoretical notions for Training I:
Cyberbullying = intentional, repetitive aggression transmitted through electronic means, aiming to emotionally harm a person.

Essential differences compared to classic bullying:

- *24/7 accessibility (the victim cannot "escape")*
- *Anonymity of the aggressor*
- *Rapid public distribution of offensive content*
- *Persistence of messages over time (they do not "disappear" easily)*

Description of the actual activity:

Short introduction (2 min): The facilitator asks: "What do you think is the difference between an innocent joke and a form of online aggression?" Ideas are noted on the board.

Main activity (10–12 min): Participants receive, individually or in pairs, cards with real or simulated situations. Students must decide: Is it or is it not cyberbullying? (They raise YES/NO signs or move to one side of the room.)

Examples:

- A colleague creates a fake account with your photos and starts posting offensive messages in your name.
- A girl is deliberately excluded from a class WhatsApp group, and the others laugh at her in private.
- After arguing with someone, they post a vague but offensive message on InstaStory, addressed "to someone who knows who they are."
- A boy takes a screenshot of a personal message received from a girl and shares it in another group.
- Several colleagues react with laughing emojis to a photo where someone appears with their eyes closed, on their own profile.

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- Someone constantly sends comments about a colleague's appearance ("you're fat," "what a face today"), sometimes joking, sometimes seriously.
- A student edits a colleague's photo and posts it as a meme on their personal account.
- A girl is mocked in a private chat for her accent, and the messages are forwarded to other classmates.
- In a group conversation, someone is labeled "the most useless person in class," and classmates like the post.
- A girl expresses an opinion in a video comment and is immediately verbally attacked by classmates for "showing off."
- A classmate sends daily messages like "you'd be better off disappearing," but deletes them immediately.
- A student is completely ignored in a project group: others discuss among themselves but never respond to them.
- A fake TikTok account is created with a classmate's pictures, making fun of their clothing style.
- A girl writes in a group: "Let's unfollow X, they don't deserve to be here," and others follow.
- Someone repeatedly sends memes with offensive hints about a classmate's religion or ethnicity.
- A girl is constantly tagged in memes that ridicule her.
- A friend likes a post mocking another student.
- A classmate posts one negative comment only once.
- A private group is created where a girl is mocked daily.
- Someone sends passive-aggressive messages at night.

Guided discussion (7–8 min): The facilitator asks: "*Why did you say YES/NO?*" Students justify their answers. Then, clarification follows together:

- Was the act intentional?
- Was it repeated?
- Did it involve technology?
- Did it have a negative emotional impact?

Conclusion – Collective Definition (5 min): The group writes together the definition of cyberbullying on the flipchart (guided by the facilitator), then the slide with the official definition is displayed.

3. Activity Title: Classifying Forms – "How Does Cyberbullying Manifest?"

Purpose: To help participants identify and differentiate the main forms of manifestation of cyberbullying through an interactive exercise of analysis, classification, and reflection.

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Recommended age: 12+

Space requirements: Indoor space, with tables arranged for group work or a whiteboard/flipchart for collaborative work

Duration: 25–30 minutes

Tools: Cards with varied situations (simulations), classification envelopes (predefined categories), group worksheets, markers, flipchart

Basic theoretical notions for Training I:

The main forms of cyberbullying include:

- *Offensive or threatening messages – via SMS, messaging, comments.*
- *Fake accounts – used to manipulate or attack someone's image.*
- *Spreading rumors / false information – damaging a person's reputation.*
- *Exclusion from online groups – (WhatsApp, Discord, etc.) as a form of social isolation.*
- *Sharing images/videos without consent – violating privacy.*
- *Online sexual harassment – forced sexting, grooming (building trust for abusive purposes).*

Description of the actual activity:

Dividing into teams: Participants organize into groups of 3–5.

Main activity (15–20 min): Each team receives:

- A set of cards with real/simulated situations (see below)
- An envelope with manifestation categories (e.g., "Offensive messages," "Fake account," "Rumors," etc.)

Task: They must associate each situation with the corresponding form of cyberbullying.

Examples of situations for classification (15):

- A classmate sends daily messages like "You're pathetic, you should delete your account." → Offensive messages
- Someone creates a fake account using another person's photo and sends embarrassing messages to colleagues. → Creating a fake account
- In a class group, someone writes: "I heard X argue with all the teachers and will be expelled." → Rumors / false information
- A student is removed without reason from the class WhatsApp group, then completely ignored at school. → Intentional exclusion
- A student shares on Instagram a screenshot of an embarrassing personal conversation. → Sharing without consent
- A girl receives persistent requests to send intimate photos and, when she refuses, is threatened with exposure. → Sexual harassment (non-consensual sexting)
- A boy shares daily memes about a classmate's sexual orientation. → Rumors / indirect harassment

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- A girl is added to an Instagram group where others mock her and post jokes about her body. → Exclusion + offensive messages
- Someone sends an email from a fake address to teachers, pretending X cheated on a test. → Fake account + false information
- A TikTok video is created parodying a girl's way of speaking. → Sharing without consent
- In an online game, someone is constantly followed and verbally insulted in the chat. → Offensive messages
- An adult writes to a student: "I'll give you something if you send me a picture alone in your room." → Grooming
- A "class jokes" account is created, where embarrassing pictures of students are posted daily. → Sharing without consent + indirect exclusion
- A classmate posts a story insinuating that another student "is just showing off for likes." → Rumor / subtle harassment
- After a romantic rejection, a girl receives messages like: "If you don't want to, I'll send that picture to your parents." → Sextortion / sexual harassment

Guided reflection exercise: Each team chooses 1 situation and explains why they placed it in a certain category. The facilitator clarifies any misunderstandings and supplements with additional notions if necessary (e.g., grooming ≠ sexting).

Conclusion: A visual collage or diagram with all the classified forms and examples is created.

4. Activity Title: Analyzing Causes – "Why Does Cyberbullying Occur?"

Purpose: To help participants understand and identify the causes and contributing factors of cyberbullying, both at the individual level (emotional, behavioral) and at the social level (family, school, technology).

Recommended age: 12+

Space requirements: Indoor space, classroom type, organized into small groups

Duration: 25–30 minutes

Tools: Cards with causal factors, sets of "visible" and "hidden" causes, flipchart, analysis worksheets, colored stickers

Basic theoretical notions for Training I:
Cyberbullying does not appear by accident. It is fueled by a series of contributing factors, including:

- *Lack of digital education and empathy*
- *Anxiety, frustration, desire for control, or social validation*
- *Exposure to violence at home or in the media*
- *Peer modeling / group pressure*
- *Lack of parental supervision and online anonymity*

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- *Constant access to technology without limits or rules*
- *Envy, jealousy, or the need to dominate socially*

Description of the actual activity:

Warm-up (3–5 min): The facilitator launches the question: *"Why do you think someone would choose to hurt someone else online?"* Answers are noted on the board without judgment.

Main activity (15–20 min): Participants are divided into groups and receive a set of cards with possible causes of cyberbullying behaviors.

Examples of cause cards:

- "The student lacks self-confidence and compensates by attacking others online."
- "They have an aggressive model at home (parent, sibling, etc.)."
- "They want to be accepted by a group that practices bullying."
- "They believe that, being online, they cannot be held accountable."
- "They themselves were previously victims of abuse."
- "They are jealous of a classmate's popularity."
- "They think it's just a joke and don't realize the effect."
- "They have no clear limits set by parents regarding phone use."
- "They learned this behavior from TikTok / YouTube."
- "They do not receive attention at home and seek it elsewhere."

Each group receives a worksheet divided into two columns:

- **Visible Factors** (e.g., anger, popularity, personal conflict)
- **Hidden/Subtle Factors** (e.g., problems at home, low self-esteem, lack of support)

Task: Sort the causes into the two categories and argue why they placed them there.

Guided reflection: Each group chooses 1–2 causes and explains their choices in front of the others. The facilitator helps draw conclusions about the invisible roots of online aggressiveness.

Conclusion (5 min): A "Tree of Causes" is created on the flipchart:

- **Roots** = hidden causes
- **Trunk** = aggressive behaviors
- **Fruits** = effects on the victim

5. Activity Title: Real Impact – "The Unseen Consequences of Cyberbullying"

Purpose: To help students become aware of the serious consequences of cyberbullying, not only at the emotional level but also at the social and educational level.

The activity fosters empathy, introspection, and the development of a proactive attitude towards victims.

Recommended age: 12+

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Space requirements: Quiet space, organized for individual work and collective discussions

Duration: 30 minutes

Tools: Cards with effects, short stories (case studies), individual reflection sheets, post-its, flipchart

Basic theoretical notions for Training I:

The consequences of cyberbullying are often underestimated. They can vary from mild emotional symptoms (shame, isolation) to severe disorders (depression, self-destructive behaviors).

The impact can be long-lasting, affecting personal development, relationships, and school trajectory.

Main consequences:

- Emotional problems: anxiety, depression, fear, shame
- Decreased self-esteem and confidence
- Social isolation, avoidance of peers, withdrawal
- Decreased school performance, absenteeism
- Suicidal ideation or behavior (in severe cases)

Description of the actual activity:

Stage 1: The Story That Moves (7 min)

The facilitator reads a real or simulated story aimed at sensitizing participants.

Andrei's Story

Andrei is 14 years old and does well in school. He is quiet and has a few close friends. Everything changes one day when someone creates a fake Instagram account posting edited embarrassing pictures of him. Daily, classmates laugh at posts from that account without Andrei knowing who is behind them. He starts avoiding breaks, then skips classes. He no longer talks to anyone and always seems tired. At home, his parents see him constantly on the phone but suspect nothing. Eventually, Andrei posts a vague but troubling message on his own page:

"It's easier to disappear than to be invisible." A classmate notices and reports it to the school counselor, who intervenes quickly. Family, school, and the school psychologist collaborate to support him. It took months for Andrei to feel safe again.

Stage 2: Thoughts on Post-its (10 min)

Each student receives 2 post-its and is invited to answer anonymously two questions:

- What do you think Andrei felt?
- What effects might occur for someone going through cyberbullying?

Post-its are stuck on the board or wall under two columns: "Feelings" and "Consequences."

Stage 3: Classification and Explanation (10 min)

The facilitator selects 3–4 post-its and reads them aloud. Students are invited to say:

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- Is this reaction emotional or behavioral?
- Is it temporary or long-term?

A chart is built on the flipchart:

- Emotional effects (e.g., shame, fear, anxiety)
- Social effects (e.g., isolation, distrust of peers)
- Educational effects (e.g., absenteeism, lower grades)
- Severe effects (e.g., suicidal ideation, chronic depression)

Stage 4: Individual Reflection (5–7 min)

Students complete a reflection sheet with open questions:

- Have you known someone who suffered because of online comments?
- How did you react?
- What would you do differently now, knowing these consequences?
- How could you help someone in such a situation?

Suggestion for further development: At the end, a collective collage can be created: "What is not seen when someone is hurt online," with drawings, keywords, or images. The collage remains displayed in the classroom/hall as an awareness message.

Note for the facilitator: Be attentive to students' emotional reactions. Create a safe space. If signs of discomfort appear, offer support or refer to the school counselor.

6. Activity Title: Do You Know What the Law Says? – "Cyberbullying and Legal Responsibility"

Purpose: To inform participants about the legal aspects of cyberbullying, to familiarize them with the rights and responsibilities related to online conduct, and to encourage them to act responsibly and consciously in the digital environment.

Recommended age: 12+

Space requirements: Indoor space, with access to a projector or flipchart for visual elements

Duration: 25–30 minutes

Tools: PowerPoint with legal information (short, accessible language), quiz sheets, sample legal cases, flipchart, markers

Basic theoretical notions for Training I:

In Romania, although the term "cyberbullying" is not explicitly mentioned in the legislation, behaviors associated with it can be sanctioned under various laws:

- **Law no. 272/2004** on the protection and promotion of children's rights (updated):
 - Right to protection against violence, abuse, and ill-treatment, including in the digital environment.
- **Criminal Code (Law no. 286/2009):**
 - Harassment, threats, blackmail, breach of privacy, slander, non-consensual dissemination of intimate images ("revenge porn") are criminalized.

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- **GDPR (General Data Protection Regulation):**
 - Protection of personal data, including images and information shared online.
- **Education Law:**
 - Measures regarding bullying in educational units; schools have the obligation to prevent and intervene.

Important:

- Minors are responsible for their actions according to their age and maturity.
- A minor who commits acts of cyberbullying may be subjected to educational measures.
- The victim has the right to protection, counseling, and assistance.

Description of the actual activity:

Stage 1: Short presentation (10 min)

The facilitator presents essential legal information using PowerPoint:

- What behaviors are sanctioned?
- Who can be held accountable?
- What rights does the victim have?
- What institutions can help?

The facilitator uses clear examples and accessible language.

Stage 2: Knowledge quiz (10 min)

Participants receive a short quiz (5–7 questions) based on the information presented.

Examples:

- Is it legal to create a fake account to mock someone? (Answer: No)
- What institution can you call in case of cyberbullying? (Answer: Child Helpline 119, DGASPC, Police)
- If someone disseminates intimate photos without consent, is it a crime? (Answer: Yes)
- Are children responsible for their online actions? (Answer: Yes, depending on age and maturity)
- Can schools intervene in cases of cyberbullying between students? (Answer: Yes)

Stage 3: Mini-case study (5–7 min)

A real or fictional case is briefly analyzed:

Example: A student posts offensive memes about a colleague for weeks. The colleague feels affected, withdraws, and finally reports the situation to the class teacher.

Discussion questions:

- What legal aspects are involved?
- Who should intervene?
- What rights were violated?
- What consequences might the aggressor face?

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Conclusion: *"Being online does not exempt us from responsibility. Cyberbullying is not just a game — it can become a legal offense."*

7. Activity Title: Prevention Strategies – "How Do We Protect Ourselves and Others?"

Purpose: To equip participants with concrete prevention and protection strategies against cyberbullying and to encourage the assumption of an active role in promoting online safety and respect.

Recommended age: 12+

Space requirements: Indoor space, allowing work in small groups

Duration: 30–40 minutes

Tools: Strategy cards, examples of online safety rules, prevention posters or flyers, flipchart, markers

Basic theoretical notions for Training I:
Preventing cyberbullying starts with individual behavior and continues through collective actions in the community. Among the basic rules for online protection are:

- *Keep personal information private (photos, addresses, passwords).*
- *Adjust privacy settings on social networks.*
- *Do not share intimate content, even with people you trust.*
- *Report inappropriate or abusive behavior.*
- *Save evidence of harassment (screenshots).*
- *Block and report aggressors.*
- *Seek help from trusted adults.*
- *Support colleagues who are targets of cyberbullying.*
- *Promote a positive and respectful online culture.*

Description of the actual activity:

Stage 1: Brainstorming (5 min)

The facilitator launches the question: *"If you had to advise a younger sibling on how to protect themselves online, what would you tell them?"*. Ideas are noted on the board.

Stage 2: Building the "Wall of Protection" (20–25 min)

Participants are divided into teams. Each team receives:

- A set of strategy cards (with examples or blank)
- A poster or A3 sheet to create a "Wall of Protection" (rules, tips, key words)

Each team must:

- Formulate 5–7 simple and strong rules for online protection
- Express them visually (posters, symbols, slogans)
- Prepare a 1-minute presentation of their "Wall"

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Stage 3: Presentation and collective selection (10 min)

Teams present their posters. Together, a "Golden List of Prevention Rules" is created on the flipchart, selecting the most relevant ideas.

Examples of rules:

- Think twice before posting.
- Protect your password as you would your house key.
- No private photo is 100% safe online.
- Report, don't retaliate.
- Empathy is the best antivirus.

Stage 4: Optional creative extension

Participants can create digital prevention flyers (Canva, Crello) to be shared in the school community or on social networks (with supervision).

8. Activity Title: Acting as Allies – "What Can I Do When I Witness Cyberbullying?"

Purpose: To encourage participants to adopt an active attitude of support towards victims of cyberbullying and to provide them with concrete tools for intervention and solidarity.

Recommended age: 12+

Space requirements: Indoor space, organized in a circle or semicircle to encourage sharing and collaboration

Duration: 25–30 minutes

Tools: Cards with real or simulated cyberbullying scenarios, intervention strategy sheets, flipchart or whiteboard, markers

Basic theoretical notions for Training I:

Being a passive spectator to cyberbullying can contribute to the suffering of the victim. A simple gesture of support can make a major difference. Young people can intervene responsibly without endangering themselves.

Ways to act as allies:

- Expressing solidarity with the victim (in private or public)
- Reporting abusive behavior to platform administrators or trusted adults
- Saving evidence if necessary for intervention
- Avoiding amplifying aggression (e.g., not liking offensive posts)
- Encouraging the victim to seek help
- Promoting positive and respectful behavior in the online environment

Description of the actual activity:

Stage 1: Short discussion (5 min)

The facilitator launches the question: *"Have you ever witnessed a situation where someone was mocked or attacked online? How did you feel?"* Participants can share voluntarily.

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Stage 2: Group Exercise - "What Would You Do?" (15 min)

Participants are divided into small groups. Each group receives a cyberbullying scenario.

Examples of scenarios:

- A colleague is constantly mocked with memes in a private group.
- Someone posts a humiliating comment about a classmate's photo.
- A friend tells you privately they are being harassed through anonymous messages.
- In a group chat, a student is ignored and mocked.

Task: Each group discusses and prepares a plan of 3–5 actions they could take as allies.

Guiding questions:

- How can you help the victim feel supported?
- What can you do to stop the abuse?
- How can you protect yourself while intervening?

Stage 3: Sharing Strategies (5–7 min)

Each group briefly presents their action plan. The facilitator notes the main ideas on the flipchart.

Conclusion: *"Silence strengthens the aggressor. Support strengthens the victim. Every positive gesture counts."*

9. Activity Title: Final Reflection – "Together for a Safer Online Environment"

Purpose: To conclude the training module through a reflection activity that helps participants internalize the information received and assume a role of responsibility and solidarity in the online space.

Recommended age: 12+

Space requirements: Indoor space, organized in a circle, with a relaxed and safe atmosphere

Duration: 20–25 minutes

Tools: Reflection cards, individual or group worksheets, post-its, markers, optional: "Commitment Tree" visual board

Basic theoretical notions for Training I:

Lasting learning is based on the personal meaning given to the information received. Reflection helps young people connect emotionally with the values discussed and encourages them to act authentically and responsibly.

Description of the actual activity:

Stage 1: Individual Reflection – "What Stays with Me" (5 min)

Each participant receives a reflection sheet or a post-it with three questions:

- What is the most important idea I learned today?
- What gesture can I make starting tomorrow to promote respect online?

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- What message about online safety would I send to a younger sibling or a friend?

Participants answer individually, in writing.

Stage 2: Collective Sharing - "Voices for Respect" (10–15 min)

Participants voluntarily share one idea they wrote down. The facilitator notes keywords on a large sheet titled "Voices for Respect." Each participant sticks their post-it on a symbolic tree — "The Commitment Tree for Online Safety."

Stage 3: Final Circle - "The Message I Take with Me" (5 min)

Each participant, if they wish, says in one word or one sentence: *"For me, online safety means..."* or *"I will be an ally by..."*

Closing: The facilitator concludes with a brief, positive message: *"Change begins with small gestures. Each respectful comment, each support given to a colleague, each report of injustice contributes to a safer and more beautiful online environment for all."*

Bibliografie

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4. Module: Prevention of human trafficking and drug abuse

No. Crt.	Reference objectives	Basic content On theoretical or practical training modules	Training methods	Educational tools, teaching materials	Evaluation criteria
1	2	3	4	5	6
IV. Prevention of human trafficking and drug abuse (duration: 5 hours)					
1.	At the end of the module, participants will be able to: Understandin g the phenomenon of human trafficking and preventive measures. Understandin g the risks and	Theoretical content: Definition of human trafficking and protective measures. Risks and warning signs of drug use. Self- reflection exercise: What motivates	Interactive presentations Group discussions Teamwork Role-playing game Personal developmen t: Exercises to develop self- confidence, make informed decisions,	In the room: Laptop, internet connection, magnetic board OR Online: Laptop, internet connection, microphone, webcam, PowerPoint presentation,	Able to define principles in group discussions with peers; Knowledge test on human trafficking and drug prevention. Personal reflection: Participants write a short journal about

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	prevention of drug use. Personal development: How to trust ourselves to say no and make the right decisions in the face of external pressure. Integrating the importance of awareness, seeking help and acceptance into the lives of adolescents. How to ask for help. Providing insight into the problematic of drug use.	you to stay on the right path? What are your values? Adolescent coping strategies and crises.	and set clear boundaries. Role play: How would you react to an offer of drugs or an attempt to deal drugs? Living library.	online whiteboard, flipchart, Quizizz, colored papers (disk, postit), shoe-shaped sheets (papers), marker, chairs, Card packs (OH, Resilio, Habitat, Associational)	how they could strengthen their ability to cope with social pressure.
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1. Activity Title: I am an advertiser.

Purpose: Reflection on consumer society

Recommended age for participants: 14 -

Space requirement: indoor space

Duration: 10 minutes

Tools: -

Task: Tell an advertising slogan about yourself.

Description of the actual activity:

Trainer's instructions: "Imagine you are a product that the world wants to "sell" today. Your task is to create your advertising slogan that presents you as a person. It can be funny, ironic, serious, or thought-provoking – the main thing is that it reflects what you think about yourself or what you want others to see in you."

Examples to help:

"I am as quick as an idea – and sometimes I come so suddenly that I surprise you."

"100% honesty – it can sometimes hurt as a side effect."

"Slow start, but big impact."

Reflection opportunities/processing framework: Everyone says their slogan, or only those who want to. Reflection questions: How similar is this "advertising" to social media self-presentation? What do we show to the "world" and what do we not? How does the world of advertising affect us in terms of what we "want to be"?

2. Activity Title: Mini quiz

Purpose: to clarify concepts, definitions, and theory

Recommended age for participants: 12 -

Space requirement: indoor space

Duration: 30 minutes

Tools: Quizizz

Task: Participants will use **Quizizz** to complete an educational quiz. The questions will focus on self-confidence, decision-making, saying no, recognizing dangerous situations, and creating a safety plan.

■ 1. Self-confidence

Which behavior shows self-confidence?

a) I always adapt to others.

b) I can stand up for my opinion. ☒

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c) I withdraw in every situation.

d) I criticize others to make myself look better.

Which sentence can boost your self-confidence?

a) It won't work anyway.

b) I am valuable even if I make mistakes. ☒

c) I am not good enough.

d) Everyone is better than me.

What does "self-confidence" mean?

a) Managing others.

b) Belief in our abilities. ☒

c) Thinking without doubts.

d) Expectation of praise.

2. Good decision making

What helps you make the right decisions?

a) I make decisions suddenly, on emotional grounds.

b) I think about the consequences. ☒

c) I always listen to others.

d) I choose what is easiest.

What could be a sign of a good decision?

a) If I don't feel any doubt or fear afterwards. ☒

b) If everyone agrees with me.

c) If I avoid responsibility.

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d) If I get over it quickly.

What can you do in a difficult decision-making situation?

a) I stop and think. ☒

b) I'm just drifting with events.

c) I yell at others.

d) I hide from him/her.

3. Saying no

Which way to say no is the most appropriate?

a) "I don't know... maybe..."

b) "I don't feel like it right now."

c) "No, this is not good for me." ☒

d) "I'll think about it."

What can make it difficult to say no?

a) Fear of rejection. ☒

b) Confidence.

c) Supporting medium.

d) Knowing your limits.

What technique helps you say no?

a) Avoiding the topic.

b) Violent action.

c) Short, definite answer. ☒

d) Remaining silent.

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■ 4. Recognizing dangerous situations

Which situation could be dangerous?

- a) If someone secretly asks me for something. ☒
- b) When we talk in public.
- c) If I help someone.
- d) If someone asks for help in the store.

What can you do if you are unsure about a situation?

- a) I decide alone.
- b) I will ask an adult or friend. ☒
- c) I accept what they say.
- d) I hide what I feel.

Which could be a warning sign?

- a) If someone urges, asks for a secret, or threatens. ☒
- b) If everyone is present.
- c) If someone is polite.
- d) If someone is joking.

■ 5. Security plan

What is the first step in a security plan?

- a) Not thinking about it.
- b) Emergency contact list. ☒
- c) Always remain silent.

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d) To imitate others.

What can a security plan include?

a) Who can you turn to for help?

b) How do you avoid the problem?

c) What are your feelings?

d) All three. ☒

When is it worth creating a security plan?

a) If a problem has already occurred.

b) Only for adults.

c) In advance, as a precaution. ☒

d) It doesn't matter if you trust everyone.

Description of the activity: After the game, there will be a joint discussion: collect into three groups what helps with safe decision-making, decisive action, and self-defense (safety plan).

Clarification of theory and concepts:**1. Strengthening self-confidence**

Self-confidence is the internal resource that allows individuals to believe in their worth, abilities, and the correctness of their decisions. It is especially crucial during adolescence, when young people are searching for their identity and are highly sensitive to peer feedback. Low self-confidence can increase the pressure to conform, influence, and even the chance of becoming a victim of bullying. To prevent this, young people need to experience their competence, receive positive reinforcement, and be provided with opportunities for self-expression and self-assertion.

2. The ability to make safe decisions and say no

Making good decisions and saying no assertively (firmly but respectfully) are social skills that help to avoid dangerous or pressure-filled situations. In adolescence, the desire to belong to

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a peer group plays a particularly important role, which can often make it difficult to say no firmly. From a prevention perspective, it is therefore essential for young people to recognize their boundaries and to master techniques (e.g., self-message, offering alternatives, repetition technique) that allow them to clearly and self-identify their boundaries.

3. Recognizing dangerous situations and developing a safety plan

One of the most important pillars of prevention is that young people can recognize signs of danger: these can include requests for confidentiality, urging, manipulation, emotional blackmail, or fear-mongering. A safety plan is a series of consciously thought-out steps to prepare for these, which also takes into account individual and environmental protective factors. It can include, for example, a list of trusted adults and support organizations, escape routes, or rules related to digital self-protection. The goal of a safety plan is not to intimidate young people, but to prepare them, to restore a sense of control.

3. Activity Title: "Inner Voices" (Angels and Devils)

Purpose: introductory, tuning game, value system, manipulation

Recommended age for participants: 14 -

Space requirement: indoor space

Duration: 30 minutes

Tools: -

Description of the activity: One person sits on a chair, the group is divided into two parts, and they line up behind the person sitting on the chair. One column is the little devils, the other column is the little angels. The devils say sentences in the ear of the person sitting on the chair that inspire and motivate them to try drug use, and the angels say sentences that protect them and reinforce saying no. Several people can try out what the "temptation" of the drug is like.

Example sentences: "This will make you feel much braver.", "Just try it once, it won't make you addicted.", "Everyone does it, stop being a coward!", "Real friends accept you even when you say no.", "You can bravely stand up for yourself – that's true strength.", "You don't need anything to feel good."

Reflection opportunities/processing framework: How did you feel in the chair? How difficult was it to resist? What was the lure?

Clarification of theory and concepts:

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Peer effect: The influence of social relationships on an individual's behavior, which is of particular importance during adolescence, as the role of peer relationships increases over parental relationships. It can also have a pressuring effect in some cases.

4. Activity Title: Loss of value

Purpose: The value system changes in parallel with the development of addiction. Awareness of values, development of self-knowledge. Preparatory phase for the topic of crisis and loss

Recommended age for participants: 15 -

Space requirement: indoor space

Duration: 45 minutes

Tools: A4 paper, pen, felt-tip pen

Description of the activity: The participants sit in a circle. Everyone gets 10 pieces of paper, on each of which they write a value that is important to them. After that, the trainer asks everyone to look through the 10 pieces of paper and discard one value. After that, they look through what is left, then find another value and discard it. Continue in the same way until there is only one piece of paper left.

Reflection opportunities/processing framework: Large group discussion:

What was it like to gather these values? What was it like to throw them away? How did you make the decisions along the way? What was left? What do you think is the situation in life where a person might be forced to make a similar decision? What might they need in this situation? How can they be helped?

Clarification of theory and concepts:

Adolescent crisis

The adolescent crisis is a natural, developmental stage-related state of internal tension, which is a response to physical, psychological, and social changes. It is characterized by the search for identity, opposition to rules, the need to separate from parents, the pursuit of independence, and the appreciation of peer relationships.

Coping strategy

A coping strategy is a conscious or instinctive way of behaving and thinking that an individual uses to deal with stressful, crisis- or challenging situations. Effective coping helps maintain psychological balance, while inappropriate strategies (e.g., avoidance,

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aggression) can have a detrimental effect on an individual's mental health in the long term.

5. Activity Title: Activity based on the fairy tale "Little Red Shoes"

Purpose: to explain the path of addiction

Recommended age of participants: 15 -

Space requirement: indoor space

Duration: 1 hour

Tools: colored papers (disk, postit), shoe-shaped sheets, marker, fairy tail

Description of the activity:

Introduction, activity setting task: The participants choose a colored card from a hat and have to say a simile word on that color card. E.g.: *This is so blue as the....*

Tune in to the story: Whose shoes are what color? Clap your hands if you have green shoes on. Brown? White? Black?

Task description: After completing the tasks related to the story, the trainer tells the story (not read it aloud)

Questions to follow up on the story: (*You don't have to ask everything, just as the group allows.*)

1. What happens in this in a fairy tale?
2. What is the conflict this the fairy tale?
3. Why was the little girl?
4. What causes the tension in this fairy tale?
5. What is the stake in the story?
6. Who or who the helpers here?
7. Could it happen? Differently?
8. At what point and how would you "intervene" in the story to make everything happen differently?
9. Is there an opponent in the fairy tale? Who the?
10. Is there an important sentence or scene that you would highlight?

Story processing activity:

Every participants gets a red slip of paper in the shape of a shoe, on one side of which they can write or draw what their real, "good" red shoe is, a joy that they created and is important to them.

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On the other side of the paper, they can write what is difficult for them to "let go", what pulls them out of their reality again and again, what is some kind of substitute, a substitute.

Clarification of theory and concepts:

Summary of the story: The main character of the story is Karen, a poor little girl who is adopted by a wealthy lady. Karen chooses a pair of red shoes that she finds beautiful, but which her foster mother does not consider appropriate. The girl wears them secretly, and once she starts dancing in them, the shoes will not let her stop. Karen dances compulsively, whether she wants to or not. This dance continues until she can no longer take it anymore, and she must make a great sacrifice to get rid of them.

The red shoe: the forbidden, striking, wonderfully seductive red shoe is an object of desire, which initially promises joy and uniqueness. The shoe is a symbol of seduction, which gradually takes control of her life. After Karen starts wearing the shoe, she loses control: the shoe will not let her stop - she dances against her will, increasingly tired, hopeless. This part is an accurate metaphor for the dynamics of addiction: after the initial voluntary choice, loss of control dominates life. Because of the dance, Karen becomes isolated, ashamed, and finally has to make a painful sacrifice to free herself from the compulsion - this is the price of healing and letting go.

Related concepts that may appear in connection with the tale:

Addiction: addiction, dependence, and dependency are terms that are usually used synonymously. They refer to a type of behavior that a person performs over and over again, unable to exercise control over, despite the harmful consequences for themselves or their environment. (Balázs and Miklósi, 2005).

6. Activity Title: I cope

Purpose: strengthening coping strategies, adaptive coping strategies, mapping maladaptive strategies as a possibility for adopting consumer habits

Recommended age for participants: 14 -

Space requirement: indoor space

Duration: 25 minutes

Tools: flipchart paper, flipchart board, felt-tip pen

Description of the activity: Participants collect on a list those situations from their own lives that bother them, cause them annoyance, or difficulty. From the list, they select 2-3 situations that typically annoy everyone, or that affect them in some way.

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After that, they write down their feelings and solutions for the given situations. Among the solutions, they select the most effective ones.

Reflection opportunities/processing framework: How do difficult situations affect us? What influences us in terms of how we react to a given situation? How does it feel when we are unable to cope with such a situation? What resources do we have if we are unable to overcome these situations alone?

7. Activity Title: Safety Plan

Purpose: to recognize resources

Recommended age for participants: 12-

Space requirement: (closed or open space, smaller or larger): indoor space

Duration: 30 minutes

Tools: v

Activity description: The participants draw three cards associated with the following questions:

- What protects me? Who helps me? What are my strengths? (drawing method: draw one blindly, choose one, receive one from someone else – draw a card and give it to the person sitting next to you)

Reflection opportunities/processing framework: What experiences do you have about your strengths through the cards and the association?

8. Activity Title: Round table discussion

Purpose: developing responsible decision-making, problem identification, and problem-solving skills, learning about the opportunities of actors affected by the consumer subculture

Recommended age of participants: 14 -

Space requirement: indoor space

Duration: 25 minutes

Tools: -

Description of the activity: The trainer telling a short story involving a young person. For example, one of the students learns from a classmate that he occasionally uses ecstasy. The student tells his class teacher. The boy's parents have suspected the boy's drug use for a long time and, in desperation, take him to the local drug clinic. One of the local newspapers also somehow learns about the case. The following groups are formed from the participants: students, parents, teachers, newspaper editorial staff, drug clinic staff, and other groups that can be brought in: police, recovered drug users.

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Each group discusses the problem for 15 minutes and decides how they would solve it. One main delegate from each group attends the roundtable discussion, discusses their positions, and develops a common solution strategy.

Reflection opportunities/processing framework: Was it possible to reach a common solution? If so, what helped and what made it difficult? If a common solution was not possible, what was the reason?

9. Activity Title: Media debate on drug use

Purpose: responsible decision-making, development of topic-focused critical thinking, communication, assertive communication skills, expansion of topic-focused knowledge

Recommended age of participants: 14 -

Space requirement: indoor space

Duration: 25 minutes

Tools: -

Description of the activity: The trainer asks the participants a question to decide regarding the problem of substance use: "Is there a drug problem among young people?" The group is divided into two parts, and they have to collect arguments in favor of their truth, all of which will be presented in the framework of a debate show. The rules of the debate need to be laid down in advance.

Reflection opportunities/processing framework: What were the most important things that were said? Did anyone's position change, and why?

10. Activity Title: Living library

Purpose: sensitization, learning about the dynamics of consumer habits, learning about the development of addiction and the possibilities of recovery, introducing the living library method

Recommended age of participants: 15-

Space requirement: (closed or open space, smaller or larger): indoors

Duration: 30 minutes

Tools: -

Description of the activity: Life stories of recovered consumers.

Reflection opportunities/processing framework: What spoke to you? How did the story affect you?

11. Activity Title: Distance-proximity

Purpose: to tune in to the topic, warm up, and clarify involvement

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Recommended age of participants: 14 -

Space requirement: (closed or open space, smaller or larger): indoors

Duration: 15 minutes

Tools: chair

Activity description: The chair symbolizes addictive substances and behaviors. The participant should stand as close or as far away from the topic as they feel.

Reflection opportunities/processing framework: How are you now with this image, distance/closeness?

12. Activity Title: Personal experience

Purpose: sensitization, development of empathy, understanding, and looking back

Recommended age of participants: adults

Space requirement: indoors space

Duration: 30 minutes

Tools: chairs

Description of the activity: One of the participants, a volunteer, "plays" an adolescent whose parents are alcoholics - the trainer reads out his/her background, then sits in the middle of the circle, closes his/her eyes, surrounded by 7 other volunteers and the trainer, who take turns saying messages that the parents' behavior conveys to the young person, e.g. "How dare you say I'm an alcoholic?! You're not important. Your job is to pull me out of the ditch when I'm completely soaked! You can't tell anyone what's going on with us! I'm drinking because of you; if you behaved better, I wouldn't touch the glass. We don't have the money for what you want, I'll drink whatever I find. You should be ashamed of yourself for me, too! Etc. Those who did not take on the role will be observers.

Reflection opportunities/processing framework: In a large group setting, what feelings did they experience? Processing in a large group, addressing the main character, those sitting in the circle, and then the observers, experiences, feelings, and thoughts. Solving the task, formulating positive messages in the same role division.

Clarification of theory and concepts:

Classic drugs: Identifiable drugs with a known composition that are on the prohibited list.

Deviance/deviant behavior: Deviance is behavior that violates the norms accepted by a large part of a community or society. The concept is quite broad. The term deviance

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comes from the word "deviatio" ("deviation from the path"). Behavior that violates norms.

Psychoactive substance: Psychoactive substances are natural or artificial chemical substances that exert their effects through the central nervous system, i.e., the brain and spinal cord.

Designer drug: new psychoactive substance. A (semi-)synthetic psychoactive substance with a chemical structure that differs by a few atoms from those on the drug lists, i.e., it appears as a substitute for illicit drugs. The rise of new psychoactive substances (designer drugs / New Psychoactive Substances – NPS) – at the expense of classic drugs – has caused increasingly serious problems in the last ten years. According to the EMCDDA definition, a “new psychoactive substance” (NPS) is a substance found in its pure form or in a preparation that is not listed in the 1961 or 1971 UN Conventions on Narcotic Drugs or Psychotropic Substances and that may pose a similar threat to public health as substances listed on these lists (e.g. synthetic opioids, synthetic cannabinoids and synthetic cathinones).

Prevention: prevention. In a broad sense, prevention is a planned intervention aimed at changing the social and environmental determinants of drug and alcohol use, including preventing the initiation of drug use and the development of more frequent use in vulnerable populations. Prevention interventions can be aimed at the general population, such as general information and educational mass communication campaigns, community initiatives, and school programs, which generally target students and young people. In addition, prevention programs can also target vulnerable groups, such as street children, young people who drop out of school, children of drug users, offenders, etc. Prevention activities essentially focus on the following elements: Raising awareness, providing information/education about drugs and the harmful health and social effects of drug use, supporting anti-drug norms and social behavior against drug use; to enable individuals and groups to acquire personal and life skills that will help them develop anti-drug attitudes and avoid drug-using behaviour; to promote a supportive environment and a healthier, more productive, drug-free lifestyle. /National Drug Focal Point/ Forms: universal prevention – general prevention, selective prevention – targeted prevention, indicated prevention – recommended prevention

Human Trafficking Prevention

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Human trafficking is a serious violation of human rights affecting millions of people worldwide, including children and young people. In this module, participants will learn to recognize recruitment tactics, warning signs, and the ways they can protect themselves and others. Through practical exercises and personal reflection, the development of critical thinking, the courage to say "no," and the ability to seek help responsibly will be encouraged.

13. Activity Title: What is Human Trafficking? – "Beyond Appearances"

Purpose: To help participants clearly understand the concept of human trafficking, its purposes, and the main forms in which it manifests.

Recommended age of participants: 12–18 years

Space requirement (closed or open space, smaller or larger):

Closed, medium-sized space (classroom or discussion room)

Time frame: 40 minutes

Equipment:

- Laptop and projector (optional)
- Flipchart or magnetic whiteboard
- Markers
- Cards with various situational examples (for group activity)

Theoretical

notions:

Human trafficking involves the recruitment, transportation, harboring, or receipt of persons by means of fraud, coercion, or abuse, for the purpose of exploitation (forced labor, sexual exploitation, forced begging, illegal organ removal, etc.). Victims are often lured by false promises of work, education, or financial opportunities. Trafficking does not necessarily involve geographical movement — it can also occur within the same community.

Description of the activity:

Stage 1: Open Brainstorming (10 min)

The facilitator writes the question on the board: *"What do you think human trafficking means?"*

Participants answer freely, and the facilitator notes all ideas (without correcting them). After brainstorming, the facilitator clearly defines the concept, emphasizing the difference between trafficking and legal migration.

Stage 2: Group Exercise – Classifying Examples (20 min)

Participants are divided into 5 teams. Each team receives a set of 5 cards with situations (real or fictional).

The task is to classify each situation:

- Is it human trafficking – Yes / No
- Why? (short justification)

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Examples of situations:

- An agency promises a job abroad, but upon arrival passports are confiscated.
- A relative invites a teenager to work legally and paid in the family shop.
- An online offer promises big earnings for easy work without clear employer details.
- A school offers real scholarships for studies in other cities, with full documents and support.
- A child is forced to beg on the streets and must bring a minimum daily amount to an adult.

Stage 3: Group Discussion (10 min)

After classification, each team presents their choices. The facilitator corrects any misunderstandings and emphasizes the essential ideas:

- Not all offers are safe.
- Trafficking may initially appear as an opportunity.

14. Activity Title: Warning Signs and Recruitment Methods - "When Something Doesn't Sound Right..."

Purpose: To familiarize participants with the main recruitment methods used by traffickers and to help them recognize the warning signs of a dangerous situation.

Recommended age of participants: 12–18 years

Space requirement: Closed space, arranged for teamwork and open discussions

Time frame: 45 minutes

Equipment:

- Flipchart or whiteboard
- Markers
- Cards with examples of recruitment situations
- "Danger Sign" posters (for wall or board)

Theoretical

notions:

Human traffickers use various tactics to recruit victims:

- Promises of well-paid jobs without a contract or clear details
- Marriage proposals or romantic relationships developing unusually quickly
- Offers of modeling contracts or artistic careers with very few formalities
- Invitations to travel without parental approval or guarantees
- "Friendships" developed online that lead to suspicious offers

Warning signs:

- Pressure to keep the opportunity secret
- Requests to send personal documents or photos
- Hasty travel plans without transparency
- Insistence on isolating from family/friends

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- Offers "too good to be true"

Description of the activity:

Stage 1: Poster Presentation (10 min)

The facilitator presents a poster with the main warning signs. Short discussion: *"Why do you think traffickers insist on secrecy?" "What signs would make you doubt an offer?"*

Stage 2: Situation Analysis in Teams (20 min)

Participants are divided into 4–5 teams. Each team receives cards describing real or simulated recruitment situations.

Examples:

- A person you barely know online offers you a modeling contract abroad.
- A friend insists you accept a job abroad, without telling your parents, claiming they will "surprise them."
- A distant cousin proposes a well-paid job but avoids giving exact details about the workplace.
- A classmate boasts about a new friend who offers to take her to study in another country, all expenses paid, but she must leave urgently.
- A neighbor proposes to a 16-year-old girl to travel with him to another city "for a better life."

Each team must:

- Identify 2–3 warning signs
- Explain why the situation is risky

Stage 3: Group Sharing (10 min)

Each team presents their analysis. The facilitator notes the identified warning signs on the flipchart, building a common list.

Stage 4: Conclusion (5 min)

The facilitator summarizes:

- **Trust your instincts:** if something feels wrong, it probably is.
- **Ask questions:** a legitimate opportunity will always be transparent.
- **Talk to adults you trust:** never leave secretly or without informing your family.

15. Activity Title: Protective Strategies – "How Do I Stay Safe?"

Purpose: To equip participants with practical strategies for protecting themselves from the risk of trafficking and to encourage critical thinking when faced with suspicious offers.

Recommended age of participants: 12–18 years

Space requirement: Indoor space allowing small group work

Time frame: 40 minutes

Equipment:

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- Flipchart or whiteboard
- Markers
- "Protection Strategy" cards
- Worksheets for teamwork

Theoretical

notions:

Protective behaviors against trafficking include:

- Verifying the credibility of offers (job, study, travel)
- Not sending documents or photos without certainty of the recipient's identity
- Informing and consulting parents or trusted adults before accepting opportunities
- Being cautious with online relationships
- Knowing emergency contact details
- Setting clear personal limits and listening to one's intuition
- Asking for written contracts, official documents, and checking them carefully
- Traveling only with the knowledge and consent of family

Description of the activity:

Stage 1: Open Discussion (5–7 min)

The facilitator asks: *"If you wanted to travel abroad for a scholarship or a job, what would you do to make sure it's safe?"* Participants respond spontaneously; answers are noted on the board.

Stage 2: Team Workshop – Building the Safety Code (20 min)

Participants are divided into teams. Each team receives a set of cards with fragments of advice (correct or incorrect).

Examples of cards:

- "Never inform your parents if you accept an offer abroad." (incorrect)
- "Check if the employer has a registered and verified company." (correct)
- "If someone offers you an opportunity and asks you to keep it secret, it's probably trustworthy." (incorrect)
- "Ask for a contract and read it carefully before signing anything." (correct)
- "Trust offers that come through a friend of a friend." (incorrect)

Teams must:

- Identify the correct strategies
- Build a "Safety Code" for young people

Stage 3: Presentation and Poster Creation (10 min)

Each team presents its "Safety Code." Together, they create a large poster on the flipchart with the most important protection rules.

Stage 4: Conclusion (3–5 min)

The facilitator highlights:

- **Information = protection**

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- Dialogue with adults = prevention
- Critical thinking = survival tool

16. Activity Title: True or False? – "Deconstructing Myths about Human Trafficking"

Purpose: To help participants identify and correct false beliefs about human trafficking, promoting a realistic and informed understanding of the phenomenon.

Recommended age of participants: 12–18 years

Space requirement: Indoor space, arranged for movement activities

Time frame: 30–35 minutes

Equipment:

- True/False signs (for the two sides of the room)
- Cards with myths and facts
- Flipchart or whiteboard for conclusions

Theoretical

notions:

Myths and misinformation about human trafficking can lead to vulnerability and recklessness. Among the most common myths:

- "Only girls are victims of trafficking." (False — boys can be victims too.)
- "Traffickers are always strangers." (False — they can be acquaintances or even family members.)
- "Trafficking only involves sending people abroad." (False — it also happens domestically.)
- "If you travel with your consent, it cannot be trafficking." (False — consent obtained through deception is invalid.)
- "Victims always realize they are being trafficked." (False — manipulation can prevent recognition of exploitation.)

Description of the activity:

Stage 1: Movement Game – "True or False?" (15 min)

The facilitator explains the rules:

- The room is divided into two zones: TRUE and FALSE.
- The facilitator reads a statement about trafficking.
- Participants move to the area they believe is correct.

Example statements:

- "Human trafficking happens only abroad." (False)
- "It's dangerous to trust someone who insists on secrecy." (True)
- "Victims of trafficking can be people who initially thought they were going to a legal job." (True)
- "Only teenagers without families are at risk." (False)
- "Online relationships can sometimes be used for recruitment." (True)

Short explanations are given after each move.

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Stage 2: Group Reflection (10–15 min)

Participants sit back down. The facilitator asks:

- What myths did you believe before?
- Why do you think these myths are dangerous?
- How can we protect ourselves better through information?

Stage 3: Conclusion (3–5 min)

Final message: *"Knowing the truth protects you. Don't let myths decide your safety!"*

17. Activity Title: How to Ask for Help – "You Are Not Alone"

Purpose: To teach participants how to ask for help safely and effectively if they or someone they know is at risk of trafficking or exploitation.

Recommended age of participants: 12–18 years

Space requirement: Indoor space, organized for group discussions

Time frame: 30 minutes

Equipment:

- Emergency contact cards (DGASPC, Child Helpline 119, Police, trusted adults)
- Role-play situation cards
- Flipchart or whiteboard
- Markers

Theoretical

notions:

*Recognizing danger is only the first step — the next is **seeking help**.*

Important things to know:

- *It's not shameful to ask for help.*
- *Help must be sought from reliable people: parents, teachers, counselors, authorities.*
- *Early reporting can prevent serious consequences.*
- *Emergency numbers must be known and used when needed.*
- *Providing as many details as possible helps authorities act quickly.*

Description of the activity:

Stage 1: Group Discussion (5–7 min)

The facilitator launches questions:

- Why is it sometimes hard to ask for help?
- What fears might arise? (e.g., "They won't believe me," "It's my fault," "It's embarrassing")
- How can we overcome these barriers?

Stage 2: Practical Exercise – "Who Can Help Me?" (10–15 min)

Participants are divided into small groups. Each group receives a situation and must create a "Help Plan":

Examples of situations:

- You receive an online job offer that seems suspicious.

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- A friend tells you they are planning to travel with someone they just met online.
- You notice a classmate constantly communicating secretly with an unknown adult online.
- You are invited to model abroad by someone who avoids providing contract details.

Each plan must include:

- To whom do I tell first?
- What information do I provide?
- How do I ensure my safety while asking for help?

Stage 3: Summary and Tools (5–7 min)

The facilitator presents a slide or board with important contacts:

- Child Helpline 119 (free and confidential)
- Police – 112
- DGASPC (County Directorates for Social Assistance and Child Protection)
- Parents, teachers, school counselors

Participants receive printed contact cards (optional).

Conclusion: "You are not alone. Asking for help shows strength, not weakness."

18. Activity Title: Final Reflection – "I Have the Right to Be Safe"

Purpose: To conclude the human trafficking prevention module with an individual and collective reflection that reinforces the participants' sense of security, responsibility, and solidarity.

Recommended age of participants: 12–18 years

Space requirement: Quiet indoor space, organized in a circle

Time frame: 20–25 minutes

Equipment:

- Reflection sheets
- Markers
- Post-its or colored cards
- Flipchart titled "Our Right to Safety"

Theoretical

Prevention begins with awareness.

By knowing their rights, recognizing risks, and acting responsibly, young people can protect themselves and contribute to a safer society.

Key ideas:

- Every young person has the right to live safely and freely.
- Trafficking can be prevented through information, communication, and vigilance.
- Courage, critical thinking, and asking for help are essential tools.

Description of the activity:

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Stage 1: Individual Reflection - "My Security Pact" (10 min)

Participants receive a reflection sheet where they answer:

- What is the most important thing I learned today?
- What will I do to protect myself and my friends?
- What message do I want to share with others about safety?

Stage 2: Collective Sharing - "The Wall of Safety" (10 min)

Each participant writes on a colored card a word, slogan, or short message about online and offline safety. Cards are placed on a flipchart or a symbolic wall: "Our Right to Safety."

Optional: The messages can be turned into a poster to be displayed in the school or group space.

Stage 3: Final Circle - "The Word I Leave With" (5 min)

Each participant, if they wish, says a single word that sums up the experience (e.g., courage, vigilance, protection, support, strength).

Closing: The facilitator concludes with the message: *"You have the right to be safe. You have the power to protect yourselves and others. Information and solidarity change lives."*

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5. Module: Critical thinking and skills to recognize signs of abuse

Nr. Crt	Reference objectives	Basic content On theoretical or practical training modules	Training methods	Instructional tools, learning materials	Evaluation criteria
1	2	3	4	5	6
IV. Critical thinking and skills to recognize signs of abuse (duration: 5 hours)					
1.	At the end of the module, participants will be able to: Develop critical thinking skills. Understand the signs of abuse and intervene appropriately. Personal development: Increase self-esteem through the confidence that they can recognize and intervene in cases of abuse.	Theoretical Content: Definition of critical thinking and skills for recognizing abuse. Signs of abuse and how to intervene effectively. Self-reflection exercise: What are your values related to respect and safety?	Interactive presentations Group discussions Teamwork Role playing Personal development: Self-reflection and confidence-building activities, for example, by identifying abuse that has happened around them and how they could have prevented it. Group exercise: Discuss what critical thinking skills are needed to recognize abuse and how to act when witnessing an abusive situation.	In the room: Laptop, internet connection, magnetic whiteboard OR Online: Laptop, internet connection, microphone , webcam, PowerPoint presentation, online whiteboard, flipchart	Ability to define basic principles in group discussions with colleagues. Critical thinking assessment test and ability to recognize signs of abuse. Personalized feedback from trainers on group activities.

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General Introduction: This module aims to develop young people's critical thinking and strengthen their ability to recognize signs of emotional, physical, or verbal abuse. Through interactive activities and personal reflection, participants will learn to think independently, identify risk situations, and respond responsibly, while also reinforcing their self-respect and personal safety.

1. Name of activity: What is Critical Thinking? – First Steps Toward Thinking Independently

Purpose: To help participants understand the concept of critical thinking and the importance of using it in everyday life, especially in decision-making and evaluating information.

Recommended age of participants: 12–18 years

Space requirement: Closed, small- to medium-sized space (classroom, meeting space)

Time frame: 40 minutes

Equipment:

- Laptop and projector (optional)
- Flipchart or board
- Markers, colored post-its

Theoretical

notions:

Critical thinking is the ability to analyze information, ask relevant questions, avoid manipulation, and make well-argued decisions. It involves careful observation, evaluating sources, forming one's own opinion, and the courage to think differently. In a world full of contradictory information, critical thinking is essential for personal safety and for making sound decisions.

Description of the activity:

Stage 1: Quick Brainstorming (10 min)

The facilitator writes on the board: "What do you think critical thinking means?" Participants share ideas, without corrections or comments. The facilitator collects all responses.

Stage 2: Mini-lesson (10 min)

The facilitator offers a clear explanation of the concept using simple examples:

- Do we believe everything we read online? Why?
- Is it good to ask questions? How does it help us?

Stage 3: Movement Game "True or False" (15 min)

The facilitator reads the following statements one by one. Participants move to the "True" or "False" corner, followed by a brief discussion:

List of statements:

- Everything we read online is true.
- It's good to ask questions even if everyone else agrees.

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- A teacher or adult is always right, without exception.
- An information post with many likes is definitely true.
- It's easier to be manipulated if you don't check sources.
- Critical thinking helps protect you from fake news.
- It's wrong to question a rule if it seems unfair.
- Just because a majority believes something doesn't make it right.
- I must accept any information just because a famous person says it.
- A person who thinks critically listens, analyzes, and decides independently.

Quick discussions after each statement – encourage reasoning behind choices.

Stage 4: Individual Reflection (5 min)

Participants complete on a post-it: "A situation where I needed to think critically was..."

Post-its are stuck on a flipchart titled "The Power of My Thinking."

2. Name of activity: Recognizing Signs of Abuse – "Warning Signs"

Purpose: To help participants recognize and understand the signs of abuse (verbal, emotional, physical), whether in themselves or in others, and to encourage empathy and responsibility in response.

Recommended age of participants: 12–18 years

Space requirement: Closed space, suitable for group discussions and personal reflection

Time frame: 40 minutes

Equipment:

- Cards with example situations
- Flipchart or board
- Markers
- Reflection worksheet
- Optional: visual posters (infographics) about types of abuse

Theoretical

notions:

Abuse is any behavior that intentionally harms, humiliates, or controls another person.

Main forms of abuse:

- **Verbal abuse** – insults, humiliation, threats
- **Emotional abuse** – manipulation, isolation, constant criticism
- **Physical abuse** – hitting, slapping, pushing
- **Sexual abuse** – any unwanted touching or behavior of a sexual nature
- **Neglect** – repeated lack of care, affection, attention

Abuse is never the victim's fault. It often hides behind silence, shame, or fear. Recognizing signs early is essential for protection and intervention.

Description of the activity:

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Stage 1: Warm-up Discussion (5–7 min)

Facilitator asks: *"What comes to your mind when you hear the word 'abuse'?"* Answers are noted on the board, grouping by types.

Stage 2: Group Activity – Recognizing Situations (20 min)

Participants are divided into 4–5 teams. Each team receives a set of cards with short situations (real or fictional).

Examples:

- A boy is mocked daily by his classmates about his appearance.
- A girl is forbidden by her partner to talk to her friends.
- A teenager is slapped by a parent "to make them behave."
- A child is often ignored and never encouraged at home.
- A girl is told she must hug an adult even when she doesn't want to.
- A boy is forced to send personal photos online.
- A classmate cries often but never talks about what's going on at home.
- A friend is insulted by their boyfriend but says "it's just his way."

Each team must:

- Identify what type of abuse is described
- List at least 2 signs of suffering in the person involved
- Suggest how a friend could help

Stage 3: Sharing and Clarification (10 min)

Each team presents a situation and their answers. The facilitator clarifies misunderstandings and highlights key signs (sadness, isolation, low self-esteem, avoidance, fear, aggression, silence, etc.).

Stage 4: Personal Reflection (5 min)

Each participant writes anonymously on a slip of paper: "A sign of abuse I didn't know until today was..." These are read by the facilitator to emphasize the importance of information.

Conclusion:

"Abuse has many faces. Recognizing the signs can save a life — yours or someone else's."

3. Name of activity: From Victim to Ally – "How Can I Help?"

Purpose: To encourage participants to adopt an attitude of solidarity and active support toward those who may be experiencing abuse, and to provide concrete strategies for safe and effective intervention.

Recommended age of participants: 12–18 years

Space requirement: Closed space, organized for small group work and role-play activities

Time frame: 40–45 minutes

Equipment:

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- Role-play cards
- Support strategy sheets
- Flipchart or board
- Markers

Theoretical

notions:

Many young people witness abusive situations but do not intervene out of fear, confusion, or lack of knowledge. An ally is someone who listens, supports, encourages seeking help, and does not tolerate abuse. Helping does not mean putting oneself in danger but offering empathy and being a bridge toward support. Ways of helping:

- *Listening without judging*
- *Believing the person*
- *Encouraging them to talk to a trusted adult*
- *Offering to go with them to a counselor/teacher*
- *Calling an emergency number if the person is in danger*
- *Not spreading rumors or mocking the victim*
- *Remaining a consistent, supportive presence*

Description of the activity:

Stage 1: Short Brainstorming (5 min)

Facilitator asks: "Have you ever wanted to help someone but didn't know how?"

Stage 2: Group Role-play (25 min)

Participants are divided into groups of 3–4. Each group receives a role-play card describing a situation and the roles.

Examples of scenarios:

- A girl cries every day during breaks. You suspect she's being emotionally abused at home.
- A friend tells you their partner is controlling and insults them, but they say "it's normal."
- A boy suddenly becomes isolated and irritable. You find out he is physically punished by his father.
- A classmate confesses that someone forces them to send pictures online.

Roles:

- The person experiencing abuse
- The friend (potential ally)
- An adult figure (counselor, teacher, parent)

Act out a 2-minute scene showing how the friend offers help. Focus on:

- Empathy
- Safe communication
- Encouragement to seek help
- Respecting privacy

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Stage 3: Group Sharing (10 min)

Each group shares how it felt to be in the victim's shoes and in the role of the ally.

Questions for reflection:

- What helped?
- What was difficult?
- What would you do in real life?

Conclusion (3–5 min): *"An ally does not solve everything. But their support can change everything for someone going through abuse."*

4. Name of activity: Final Reflection – "I Deserve Respect"

Purpose: To conclude the module with a moment of personal reflection and collective reaffirmation of the right to dignity, respect, and safety in all interpersonal relationships.

Recommended age of participants: 12–18 years

Space requirement: Quiet, enclosed space, arranged in a circle for open expression

Time frame: 25–30 minutes

Equipment:

- Reflection cards
- Post-its or colored paper
- Flipchart titled "I Deserve..."
- Markers

Theoretical

notions:

All young people have the right to be treated with respect — by adults, colleagues, and themselves. Knowing and affirming this right strengthens self-confidence and reduces vulnerability to manipulation or abuse. Respect starts with how we treat ourselves and others.

Description of the activity:

Stage 1: Individual Reflection (10 min)

Participants receive a small reflection card with three prompts:

- A time when I felt respected was...
- A right I want to be respected more is...
- From now on, I promise myself...

Participants complete the cards individually and anonymously (optional).

Stage 2: Creating the "Wall of Respect" (10 min)

Each participant writes on a post-it: *"I deserve..."* → and adds one word or phrase (e.g., safety, understanding, to be heard, kindness) Post-its are placed on a flipchart titled **"I Deserve..."**

Stage 3: Closing Circle (5–10 min)

Each participant, if they wish, shares a word or message with the group. Facilitator

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concludes with: *"Respect is not optional. You deserve to be safe, to be listened to, to be free. And you can offer the same to others."*

5. Name of activity: Reflection Group – My Values and My Boundaries – “What Matters to Me?”

Purpose: To help participants become aware of their own personal values and define their emotional and social boundaries in order to protect their mental health and safety.

Recommended age of participants: 12–18 years

Space requirement: Closed, quiet space, medium or small (discussion room or reflection circle)

Time frame: 45 minutes

Equipment:

- Colored post-its
- Markers
- Personal reflection worksheets
- Flipchart for group conclusions

Theoretical

notions:

Personal values are the fundamental principles that guide each person's decisions and behaviors. Knowing one's own values helps set healthy boundaries in interpersonal relationships and protects the individual from emotional abuse or manipulation. Personal boundaries are the rules each person sets to protect themselves physically and emotionally.

Description of the activity:

Stage 1: Warm-up – What Matters to Me? (10 min)

The facilitator invites participants to answer spontaneously: “What is very important to you?” “What is something you would never accept to happen to you?” Answers are written anonymously on post-its and placed on a flipchart.

Stage 2: Discussion About Values (10 min)

The facilitator explains: “Personal values are our compass. They tell us what we accept and what we reject.” Examples of values are provided: respect, friendship, freedom, honesty, safety, compassion. Participants can add other important values on post-its.

Stage 3: Individual Exercise – My Boundary Map (15 min)

Each participant receives a worksheet to complete:

- Two values important to me are...
- A behavior I consider unacceptable toward me is...
- What I would say or do if someone crossed these boundaries:

Optionally, participants may choose to share one of their responses with the group.

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Stage 4: Collective Reflection (10 min)

Group discussion:

- How do my values help me recognize when I'm being treated unfairly?
- Why is it sometimes hard to defend your boundaries?

The facilitator encourages open expression and validates personal experiences.

6. Name of activity: Critical Thinking Exercise – Detecting False or Manipulative Information – “Not Everything That Flies Is Edible!”

Purpose: To develop participants' critical thinking by helping them identify false, manipulative, or incomplete information in the online environment or in everyday life.

Recommended age of participants: 12–18 years

Space requirement: Closed, medium-sized space (classroom with access to a board or flipchart)

Time frame: 50 minutes

Equipment:

- Laptop and projector (optional)
- Worksheets with information examples (true and false)
- Markers and large sheets of paper
- Colored post-its

Theoretical

notions:

Fake news, emotional manipulation, and distorted information are common phenomena online and in communication. Critical thinking helps detect such situations through:

- *Verifying sources*
- *Asking logical questions*
- *Observing intentionally triggered emotions*
- *Looking for multiple perspectives on the same topic*

Description of the activity:

Stage 1: Interactive Introduction – What Is False Information? (10 min)

The facilitator asks: “How do you know if a piece of information is true or not?”

Ideas are collected on the flipchart: trusted sources, red flags, checking details.

Stage 2: Team Exercise – The Information Detectives (25 min)

Participants are divided into 5 teams. Each team receives 5–6 mixed examples of information (true and false) from the extended list:

List of information to analyze:

1. “A child invented a device that can generate electricity from air.” (true)
2. “If you eat only chocolate, you’ll be healthier.” (false)
3. “Mars will appear as large as the Moon in the sky this month.” (false)
4. “Vaccines contain microchips to control the population.” (false)
5. “A nonprofit organization planted 1 million trees last year.” (true)

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6. "If you drink 8 glasses of water a day, you're protected from all diseases." (partially false)
7. "A dog was declared honorary mayor in a U.S. town." (true)
8. "5G phones cause COVID-19." (false)
9. "It's possible to learn to play an instrument in 24 hours." (false)
10. "NASA is planning a new manned mission to the Moon." (true)
11. "If you close your eyes and make a wish exactly at midnight, it will come true for sure." (false)
12. "There are fish that can walk on land for a few minutes." (true)
13. "All social media posts are verified by experts before being published." (false)
14. "People who read more are more likely to develop empathy." (true)
15. "If you eat apple seeds, trees will grow in your stomach." (false)

Each team's task:

- Identify which pieces of information are false and which are true
- Explain why they think so

Stage 3: Brief Presentations (10 min)

Each team quickly presents its conclusions. The facilitator complements or corrects explanations if needed.

Stage 4: Individual Reflection (5 min)

Participants complete on a post-it: "One thing I'll do to check information before believing it is..." Post-its are placed on the flipchart "Think Before You Believe!"

7. Name of activity: Simulation – Effective Intervention in a Difficult Situation – "Be the Change You Want to See!"

Purpose: To develop participants' skills to react effectively, responsibly, and empathetically in a real situation involving abuse or problematic behavior.

Recommended age of participants: 12–18 years

Space requirement: Closed, large space (classroom or activity space that allows simulations/role-playing)

Time frame: 60 minutes

Equipment:

- Scenario cards describing difficult situations
- Timer
- Flipchart for group conclusions
- Markers

Theoretical

notions:

In the face of a situation involving abuse or violence, an effective intervention means:

- Ensuring your own safety
- Avoiding escalation of the conflict

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- *Supporting the victim calmly and firmly*
- *Seeking help from a competent person (teacher, responsible adult, authority)*

Intervention can take the form of a gentle interruption, emotional support, or responsible reporting.

Description of the activity:

Stage 1: Introduction and Game Rules (5 min)

The facilitator explains the purpose of the simulation: "The goal is not to judge, but to practice the right reactions in difficult situations." Respect and emotional safety rules are established for all participants.

Stage 2: Group Assignments and Scenario Selection (10 min)

Participants work in small groups (3–5 people). Each group draws a card with a difficult situation.

Examples of scenarios:

- During recess, a group of students laughs at a shy classmate's clothes.
- At an activity, someone tries to force another person to take part in an uncomfortable game.
- In the class group chat, mocking and offensive messages about a peer appear.
- A child is pressured to share private personal information.
- A classmate seems very sad and withdrawn, but no one speaks to them.

Stage 3: Preparing and Presenting the Simulations (30 min)

Each group:

- Acts out the problematic situation briefly (2 minutes)
- Pauses the scene and discusses: what options are there for effective intervention?
- Replays the scene, this time choosing a responsible intervention strategy

The facilitator guides and times each presentation.

Stage 4: Group Reflection and Conclusions (15 min)

Guided discussion:

- Which interventions did you find most helpful? Why?
- What was difficult about responding?
- How can we intervene without making the situation worse?

Participants complete: "One way I can help someone in a difficult situation is..."

Responses can be collected on the flipchart titled **"Ways to Intervene Positively."**

8. Name of activity: Final Reflection – What Have I Learned, How Do I Feel More Confident?

Purpose: To conclude the module with a personal and group reflection activity, reinforcing awareness of the progress made in critical thinking and recognizing signs of abuse.

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Recommended age of participants: 12–18 years

Space requirement: Closed, quiet space (classroom, discussion circle)

Time frame: 30 minutes

Equipment:

- Individual reflection worksheets
- Colored post-its
- Flipchart "Final Thoughts"
- Markers

Theoretical

notions:

Personal reflection is an essential step in the learning process. It helps consolidate acquired knowledge, recognize emotional growth, and identify personal strategies for applying new skills in real life.

Description of the activity:

Stage 1: Emotional Warm-up – Opening Thought (5 min)

The facilitator invites participants to silently reflect on the question: "What emotion did I start this module with, and how do I feel now?" A moment of quiet is allowed for personal reflection.

Stage 2: Personal Reflection Worksheet (15 min)

Participants individually complete a worksheet with the questions:

- One new thing I've learned about critical thinking is...
- One sign of abuse I'll be better able to recognize is...
- A situation in which I'd now feel more prepared to intervene is...
- A personal quality that I've developed during this module is...
- A commitment for my future related to respect and safety is...

Stage 3: The Circle of Gratitude and Courage (10 min)

Participants, seated in a circle, may share if they wish: "One thing I'm proud of after this module is..." or "One important lesson I'm taking with me is..."

The facilitator closes the activity with an encouraging message: "Each of you now has more tools to build a safer and more respectful world."

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6. Module: Workshop management and community organizing basics

No · Crt ·	Reference objectives	Basic content On theoretical or practical training modules	Training methods	Education al tools, teaching materials	Evaluation criteria
1	2	3	4	5	6
VI. Fundamentals of workshop management and community organization (duration: 4 hours)					
1.	At the end of the module, participants will be able to: Prepare to act as educators and facilitators in the fields of child protection	Theoretical content: Principles of youth education: How to create a safe, open and educational environment ? Effective presentation and communicati	Interactive presentations Group discussions Teamwork Role-playing game Planning exercise Workshop simulation Presentation techniques: Exercises to master clear, effective, and	In the room: Laptop, internet connection, magnetic board OR Online: Laptop, internet connection, microphone,	Ability to define key principles during group discussions Group feedback: Participants give feedback to other participants on their presentation s

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and abuse prevention. Develop the ability to organize and lead workshops and educational activities for peers. Strengthen leadership and mentoring skills, build self-confidence, and communicate effectively.	on techniques. How to plan and organize educational workshops for peers and young people. Self-reflection: managing emotions as a mentor or trainer and setting clear objectives in such roles	confident communication	webcam, PowerPoint presentation, online whiteboard, flipchart Various objects such as pebbles, glass marbles, scarves, etc. A4 papers, markers, pens, post-it (paper notes)	Self-assessment : Each participant reflects on their training skills and identifies steps for their future development.
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1. Activity Title: Opening game - From Chaos to Circle

Purpose: Team building, expressing feelings using objects. Forming a group circle, arriving at the common space.

Recommended age for participants: 14-

Space requirement (indoor or outdoor space, small or large): indoor space

Duration: 25 minutes

Tools: Various objects such as pebbles, glass marbles, scarves

Description of the activity: Chairs are scattered around with an object placed on each. Participants walk through the room, attuning to the space, then select an object that

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resonates with their current feelings and sit. Each person explains their choice and feelings, gradually forming a circle.

Reflection opportunities/processing framework: What was it like to express feelings through objects? How can you reflect on your own life about the game?

Note: the activity leader brings objects that he/she thinks might appeal to the participants, e.g. Lego figure, comb, pebble, tree branch, stuffed animal, lace, silk scarf, glass ball, clock...

2. Activity Title: Concept Clarification

Purpose: Clarifying group leader tasks, clarifying concepts, educating about group dynamics, clarifying the sequence of necessary elements during workshop/group planning, and presenting the theoretical framework of workshop/group leadership.

Recommended age for participants: 12-

Space requirement: indoor space

Duration: 1 hour

Tools: markers, A4 paper, paper notes with the parts

Description of the activity: Participants receive the necessary elements for planning the group/workshop activity (e.g., energizing game, farewell game, closing game, etc.) on a piece of paper, which must be arranged in order. After that, the necessary theoretical background is presented and clarified in a large group (PPT, but not necessary to use).

Reflection opportunities/processing framework: Each participant says: what think, when does this element usually appear during the workshop (beginning-middle-end), what could be the function of this element in the group process (e.g., resolution, deepening, farewell).

Closing – facilitator questions: Why is it important for an activity to have a structure? What are the consequences of missing or misplacing an element?

Movement supplement (optional): Participants line up in a certain area of the room in the order they think the elements of the session should follow. They then briefly justify the order.

CARDS:

Tune-up (starter, icebreaker)

Getting to know each other, connecting

Topic introduction (motivation, framing)

Discussion of goals and frameworks

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Processing part (content module)

Group task / cooperative game

Reflection block/conversation/interpretation

Energizing game (mobilizing, increasing activity)

Pause/switch

Farewell game/closing round

Evaluation (self-reflection, feedback)

Passage/lock

Clarification of theory and concepts:

Icebreaker: A game or activity that helps relieve tension and get participants in the mood to work together.

Getting to know each other, connecting: Exercises that help group members build relationships and have their first interactions with each other.

Topic introduction (motivation, framing): Introducing the topic of the session, arousing interest, and activating prior knowledge.

Discussing goals and frameworks: Clarifying the goals, rules, and expectations of working together, creating a safe space.

Processing part (content module): The central, in-depth part of the session, where the content work takes place.

Group task / cooperative game: An exercise that encourages cooperation, requires joint thinking, or solving.

Reflection block/conversation/interpretation: Discussing experiences together, drawing lessons, and raising awareness.

Energizing play (mobilizing, increasing activity): A moving or active exercise that helps restore attention or relieve fatigue.

Break/transition: A short rest or relaxation period that provides an opportunity for physical and mental regeneration.

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Farewell game/closing circle: An activity that helps close the group process and say goodbye to each other.

Evaluation (self-reflection, feedback): Evaluation of the session at the individual and group level, formulation of feedback.

Transfer / Locking: Bringing back deep content, facilitating emotional closure, and returning to everyday functioning.

Framework: Creating and maintaining the physical, temporal, psychological, and emotional safety necessary for the functioning of the group (keeping time, defining clear roles, boundaries, and topics). The basis of trust and learning.

Intervention: Conscious intervention in the group process to improve or resolve a problem. Types: question, feedback, change of structure, role reversal, use of silence.

Reflection self-reflection: The process of looking at the group members' or leader's own experiences and actions, drawing lessons, and raising awareness. Regular self-reflection can develop credibility, empathy, and flexibility.

3. Activity Title: Workshop management basics

Purpose: To practice the group planning process.

Recommended age of participants: 14-

Space requirement: indoor space

Time frame: 1 hour

Tools: papers, pens

Activity description: The participants are divided into smaller groups (3-4 people/small group). Each small group chooses a topic (drug prevention, human trafficking, bullying prevention) for which develop workshop plan with activities must be developed.

Reflection opportunities/processing framework: How difficult was it? To what extent were you able to identify with the topic? How difficult was it to come up with a topic-specific game? To what extent were you able to implement the workshop content?

4. Activity Title: "Pop-in" - workshop presentation

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Purpose: To establish group leadership skills and abilities. To practice managing feelings and resistance that arise during group activities.

Recommended age of participants: 14-

Space requirement: indoor space

Time frame: 45 minutes

Tools: papers, pens

Description of the activity: Each small group plays a chosen activity from the workshop with the whole group. The trainers now also participate in the game; they will be the difficult circumstances. They play a role that the group leaders may encounter during a session (they should always have opposite needs than the one requested by the workshop leader: e.g. bored, ironic; impatient and in a hurry; quiet, withdrawn; too active, wants to dominate the space; septic, resistant; wandering, not paying attention; conflicted, provocative; follower, passive agreeing).

Reflection opportunities/processing framework: The leaders of the game group should first reflect on their feelings during the game (stuckness, difficulties, excitement, etc.), what feelings the presence of negative group members in the group triggered, and how they tried to resolve them. Then the participants in the game can reflect on how they felt, what the presence of negative group members was like for them, how it affected them, their motivation, and their presence in the game. What was the biggest challenge while leading? How did you try to respond to disruptive behavior?

5. Activity Title: Closing circle - How did you feel?

Purpose: To conclude the activity section. To develop self-reflective skills.

Recommended age of participants: 12-

Space requirement: indoor space

Time frame: 20 minutes

Tools: picture cards

Activity description: The trainer asks the group members to think about the experiences and feelings they gained during the activity and to choose a picture card that expresses and presents all of this.

6. Activity Title: Positive Gossip

Purpose: Strengthening acceptance and trust within the group, supporting self-evaluation, and practicing a culture of positive feedback. Helps develop self-reflection and group cohesion.

Recommended age of participants: 12 -

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Space requirement: indoor space (a quiet, intimate space is recommended)

Time frame: 30 minutes (depending on the number of participants and the length of the shares)

Tools:-

optional: "Positive speech bubble" cards or note paper (if feedback is given in writing),
Timekeeping device (to ensure equal time for all participants)

Description of the activity: The group is divided into two parts, they sit in a circle and one group starts talking about a member of the other group, one of the selected group members takes notes of what the other group says. The selected one just listens, sitting with their backs to it.

Reflection opportunities/processing framework: How did it feel to hear these? Which sentence affected you the most?

7. Activity Title: Empathy Chair Occupier

Purpose: attuning to each other and our emotions, and the importance of recognizing emotions

Recommended age of participants: 7-

Space requirement: Indoor space(a quiet, intimate space is recommended)

Duration: 30 minutes

Description of the activity: Participants go around the chairs, on which there are emotion cards. When the music stops or the trainer signals, everyone takes a chair. Based on the card on their seat, students share their experiences with emotions. Most of the questions can be applied to other emotions. The game can be played in several versions: different questions can be used for each emotion, or only one question must be answered with the given emotion, or everyone displays the emotion in some way.

Reflection opportunities/processing framework: Examples of questions for discussion/reflection on emotion cards:

Excited: When was the last time you were excited? What does excitement feel like to you?

Angry: What makes you angry? Where in your body do you feel anger?

Anxious: What has made you anxious in the past? How do you know when you are anxious?

Happy: If happiness were a color, what would it be?

Proud: What have you done this week that you are proud of? If you were proud of an animal, what would it be?

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Frustrated: Do you remember the last time you felt frustrated? What do you do when you feel frustrated?

Sad: Show us what it feels like to be sad. If sadness were a sound, what would it be?

Jealous: When was the last time you were jealous? Is it a nice emotion?

2. Chapter

1. Module: Leadership competencies and teamwork development

N o. Cr t.	Reference objectives	Basic content On theoretical or practical training modules	Training methods	Education al tools, teaching materials	Evaluation criteria
1	2	3	4	5	6
2/I. Development of leadership competencies and teamwork (duration: 5 hours)					
1.	At the end of the module, participants will be able to: To reflect on roles in a group. The ability to determine	Theoretical content: The concept and significance of the group, particularly regarding the role played within it.	Interactive presentations Group discussions Teamwork Role-playing game Participants will experience the challenges of group	In the room: Laptop, internet connection, magnetic board OR Online: Laptop,	The exercises used during the program aim to develop role awareness, cooperation, problem solving, and

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	what tasks other group members are suitable for performing Recognize their group role, cooperation with other group roles, and take into account their functions. Organize and lead teamwork To raise awareness and develop their leadership and teamwork competencies	Group roles and their impact on the functioning of the community Group dynamics, stages of group development Experiential learning, basics of experiential pedagogy	engagement, cooperation, leadership, and communication through their own experiences. The exercises are followed by individual and group reflections.	internet connection, microphone, webcam, PowerPoint presentation, online board, flipchart, tree picture, objects, wooden building blocks, paper, scissors, cellophane, etc. (bridge building)	self-reflection. Group feedback Self-reflection on engagement and collaboration Assessing the effectiveness of cooperation in specific situations Applying the experiential learning cycle through your own experience
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1. Activity Title: Feelings tuner - where are you on the tree picture

Purpose: visual expression of the participants' current emotional and mental state. It helps with self-reflection, assessing group dynamics, and creating a safe, accepting atmosphere at the beginning of the session.

Recommended age of participants: 7-

Duration: 30 minutes

Space requirement (indoor or open space, smaller or larger): indoor space

Tools: a picture showing the tree and figures (attachment)

Description of the activity: The group leader shows the drawing of the people on the tree (e.g., as a poster, on a projector, or printed out). Instructions: "Look at the picture and choose and mark the figure that best reflects you right now – how you got here, how your day or week is going, or how you feel in the group. Important: there are no right or wrong answers."

Reflection opportunities/processing framework: "Which figure did they choose? Why do they feel in that situation?" The group leader summarizes the mood and insights and provides sensitive feedback (e.g., "Many of you feel excited, others a little tired, that's completely okay").

2. Activity Title: House metaphor

Purpose: Team building, finding roles in the group. Clarifying role in the group. Developing the ability to cooperate.

Recommended age of participants: 14-

Space requirement: indoor space

Duration: 1 hour

Tools: Flipchart, group role descriptions.

Description of the activity: The trainer asks the participants to build an imaginary house, in which each participant is a part/element of the house. Then the group discusses who has become what part/element of the house. First, everyone says what element they have chosen and explains the reason why they chose this part or element of the house. Then the others say whether they think it is so, or if they would give it a different role, and give a reason. The task ends when everyone has had a "role" for a part/element of the house.

Reflection opportunities/processing framework: The discussion in a large group. Afterwards, the trainer explains that everyone has an important role in the group. Reflection on your own life.

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Clarification of theory and concepts:

Group: A group is a consciously or spontaneously formed community of people, united by a common goal, activity, or identity.

Types of small groups:

- **Duo (2 people):** The smallest social unit, characterized by an extremely intense emotional relationship. Abuse can also occur here (e.g., friend-friend or in a relationship).
- **Triad (3 people):** A more dynamic unit, where the situation of an "outsider" or "two people teaming up against one" may already appear, and marginalization may begin.
- **Group (4+ people):** The system of relationships becomes more complex, **formal or informal roles, power relations, and norms develop** - here, the phenomenon of bullying can also typically appear.

Group dynamics: Group dynamics is the set of processes taking place in a group, forces that are triggered by all psychologically describable changes, e.g., group formation, role development, leadership, power, and influence. The collective name for the forces that affect the everyday life and performance of a group, which examines how the behavior of group members changes under the influence of the group. Group dynamic processes fundamentally determine how the group reacts to changes, how it deals with everyday obstacles, how effectively the group members can work together, and how cohesive they are.

Group process (group phases): The functioning of the group is not static, but changes over time, going through several stages:

1. **Forming**
2. **Storming**
3. **Norming – Norm formation**
4. **Performing – Operation**
5. **Adjourning – Closing**

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Leadership focus: Each stage requires a different level of leadership presence and intervention.

Group roles: Within the group, members play different formal or informal roles (e.g., initiator, critic, comedian, background person). The leader needs to notice these to support the functioning of diversity and constructive participation. Within the group, everyone plays a role: they can be a leader, peacemaker, observer, critic, clown, outsider, or victim. These roles are not always conscious, but they greatly influence the development, maintenance, or even containment of bullying.

Group norms: Those written or unwritten rules and behavioral patterns that determine what is acceptable within the group (confidentiality, eavesdropping on each other, no phone use). The leader's task is to discuss and enforce the norms.

Stages of group membership

- Investigation
- Socialization
- Maintenance
- Resocialization
- Remembering - leaving the group

Experiential learning: “Experiential learning is a process in which knowledge is created through the transformation of experience.” (David Kolb, 1970)

In the model, four steps are repeated circularly, resulting in a spiral development. These steps are as follows:

1. Concrete experience.
2. Observing and reflecting on the experience.
3. Developing abstractions and generalizations, i.e., drawing lessons. In this phase, we use our thinking to recognize patterns and develop theories.
4. Applying established concepts and terms in new situations. Testing the developed theories, during which we then gather new experiences, and the cycle begins again.

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Experiential pedagogy: A school of educational philosophy that describes the process that directly connects experience to learning. It is used synonymously with the term experiential learning.

Experiential pedagogy builds on group processes, risk-taking, and different learning styles, and uses sequential exercises that build on each other. They lead through icebreakers, familiarization, trust-building exercises, communication, collaboration, and problem-solving tasks, all the way to camps.

3. Activity Title: The deaf, the blind, and the mute

Purpose: developing cooperation, experiencing certain roles within a group and the tasks and difficulties associated with them, experiencing the differences, difficulties, and potential of nonverbal-verbal communication.

Recommended age of participants: 12-

Space requirement: indoors

Duration: 30 minutes

Equipment: Each team will need one object to find and a blindfold.

Description of the activity: In practice, there are 3 roles per team: the seeker (blind), the guide (mute), and the leader (deaf). The seeker is the one who is blindfolded. He must find the object placed on the field based on the leader's instructions. The leader is positioned so that he can see the field, the object placed on it, and the seeker. He cannot speak; he can only communicate with non-verbal signs and help the leader. The leader, standing with his back to the seeker or the playing field, and facing the leader, tries to explain how the team member in the seeker role can get to the object placed on the field. However, since his back is to the field, he can only rely on the leader's signs, which he must understand and translate into verbal communication. The task may be made more difficult by various terrain objects, such as trees, bushes, or chairs and tables in the room. Different teams need to obtain different items.

Reflection opportunities/processing framework: How did it feel to be in each role? What caused the greatest difficulty in that role? What effective forms of communication did the group develop? What solutions were found to the difficulties? What qualities are necessary for someone to be a good seeker, leader, or manager?

4. Activity Title: TILE Ltd.

Purpose: development of cooperation, problem solving, and communication, awareness of roles and role conflicts within the group, opportunity to try out new roles,

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practice time management, connections between planning and implementation, recognition of patterns characteristic of the given group

Recommended age of participants: 18 -

Space requirement: indoor space (choose a location where it is possible to separate the people in different roles of each team from each other)

Time frame: 1–1.5 hours

Tools: lots of wooden building blocks, making sure there are more of each element (this is the only way to reproduce the original structure), writing implements, paper.

Description of the activity: The trainer divides the group into smaller teams of 4–6 people. In the room has place where the original structure is built from building blocks, and where only the builders can enter; a place where the “warehouse” is located, from which the logisticians can take the blocks, and it is also worth separating the individual construction and design brigades so that they do not interfere with each other. The trainer the text below to those present! The trainer can prevent many questions by writing down the most important rules, drawing them on a flipchart paper, which is constantly in front of us during the exercise. After explaining the rules, the trainer gives the teams time to plan and assign roles, and then gives them 30 minutes to complete the task.

Text/instructions to be read:

TILE Construction Ltd . has constructed numerous buildings, public institutions, and private houses in recent years. Their work is characterized by accurate, precise construction using the most modern technology. They work with a well-trained, experienced team of professionals for whom nothing is impossible. They even meet the most unique challenges. Now they have been commissioned to build a truly unique building, the erection of which requires specific construction procedures that only the most skilled construction teams are capable of. To complete the assignment, the teams must build a replica of a building as quickly and accurately as possible. The building is located in a difficult-to-access location, where only one person per team can enter.

- The builder: the person who can see the original structure and tell the designers what it looks like. - The designers: one or two people who prepare the blueprints based on the builder's narrative.
- The designers: one or two people who prepare the blueprints based on the builder's narrative.

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- The construction team: one or two people who build the structure based on the blueprints.
- The logistician who transports the building materials to the construction site.

The special construction procedures are as follows:

- The builder can view the building as many times as he wants, but he cannot draw or photograph it, take notes, or view the blueprints being prepared. He can only communicate with the designers.
- The designers cannot see the building, but they can ask the builder any questions they want. They cannot write letters or numbers, they can only draw. They cannot talk to the logistician or the construction team, but they can make changes and clarifications to the drawing at any time, taking into account the builders' requests.
- The construction team tries to build based on the drawing. They can talk to each other and the logistician, and they can also ask the designers to clarify the drawing if something is not clear or understandable to them. The builders cannot show the logistician the plan, they can only verbally tell them what building elements they need.
- The logistician delivers the building elements to the site from the common, large building materials warehouse. He can ask the brigade as much as he wants and can also do business and communicate with other logisticians if he wants or if necessary.

Reflection opportunities/processing framework: Starting questions for processing: Who took on what role? How did you decide who would perform what task? Would you take on the same role next time? How difficult was the implementation, that communication was hindered, that it was not possible to talk to everyone, to ask everyone questions? At which stage would you need more time, more thorough preparation? Can you discover similarities between your practice and your cooperation in reality? What would you need to improve on? How could you eliminate difficulties and mistakes next time?

5. Activity Title: Bridge construction

Purpose: Development of communication, cooperation, task sharing, problem solving, leadership skills, and creativity

Recommended age of participants: 14-

Space requirement: larger indoor or open space

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Duration: 1- 1.5 hours

Tools: newspaper, popsicle sticks, straws, tape, string, scissors, cardboard, paper cups, etc., measuring tape or ruler, small object to be placed on the bridge (e.g., plush toy, empty bottle)

Occupation description:

The trainer explains the objective: Teams must build a self-supporting bridge that spans a given distance (e.g., 50–70 cm) and can carry a small object. Important: teams cannot see each other's work during construction (separate area, separation, or with their backs to each other).

1. Step: Assign roles: Each team should choose a *project leader* who coordinates the work, but *cannot touch the building materials*. The others are the “construction workers” who carry out the implementation based on the leader’s instructions.
2. Step: Planning: The teams develop a plan together. The project manager is responsible for pooling ideas and defining the strategy.
3. Step: Construction: Teams build the bridge within the allotted time. The leader can only give verbal instructions, he cannot physically help.
4. Step: Testing and Presentation: Teams will present their bridge one by one and then place the weight on it. The bridge must span the distance between the two chairs/supports without breaking.

Reflection opportunities/processing framework: What worked well? What challenges did you experience? How did the leadership communication work? How were the roles divided within the team? Why was the goal achieved/failed?

Coach feedback on team dynamics, collaboration, and leadership styles.

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2. Module: Project management in practice

N o. Cr t.	Reference objectives	Basic content On theoretical or practical training modules	Training methods	Educational tools, teaching materials	Evaluation criteria
1	2	3	4	5	6
II. Project management in practice (duration: 5 hours)					
1.	At the end of the module, participants will be able to: To identify basic project planning steps To structure objectives, activities, and resources To identify risks and	Theoretical foundations: What is project management ? (project definition, life cycle, goal orientation) Main elements of the project: objective, activity, time, cost, resources Stakeholder identification	Interactive presentations Group discussions Teamwork Small group design work Tangible case study	In the room: Laptop, internet connection, magnetic board OR Online: Laptop, internet connection, microphone, webcam, PowerPoint presentation, online	Active participation in group work Presentation of project plan and reflection on feasibility Self-awareness reflection on one's own role in the project team Critical thinking: how does an idea become a

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	responsibilities To create a simple project plan for youth activities	and role assignment, project preparation in practice Projects in the service of prevention and community building Practical content: Simple youth project plan		whiteboard, flipchart	sustainable program?
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1. Activity Title: Project management framework

Purpose: To promote thinking in the project

Recommended age for participants: 12+

Space requirement (indoor or outdoor space, small or large): indoor space

Duration: 10-15 minutes

Tools: PPT presentation

Clarification of theory and concepts:

Managing projects financed by external sponsors is not only a financial and technical task, but also a multi-layered process requiring a strategic approach, in which development policy, administrative culture, representation of community goals, and the ability to implement them in practice are intertwined. The presentation undertakes to review this complexity when presenting the full range of project management: from the idea to sustainable implementation. The presentation is based on an important fact: a development project is not an administrative obligation, but a tool with which we can serve social, economic, and environmental goals. It follows that project management is not simply the implementation of a "project package", but a thoughtful and conscious intervention in space, community,

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and time. One of the most important messages of the presentation is that the essence of project management is not the technique of “writing a tender”. Real knowledge begins when a community is built around the project, responsible operation is developed, and the idea becomes a real social benefit. In this process, the project manager is not just an organizer, but a mediator between the goal, the source, and the stakeholders - in other words, a unique bridge that requires strategic thinking, administrative precision, and humanity.

2. Activity Title: Project Lifecycle

Purpose: To present the life cycle of a project from idea to implementation

Recommended age for participants: 12+

Space requirement: Indoor space

Duration: 15-20 minutes

Tools: PPT presentation

Clarification of theory and concepts:

The life of a project begins with an idea, but not just any idea. A good application idea is not about “hunting for money”, but rather aims to address a real need, fits into a higher-level development policy concept, and has social support. When an idea is created, not only its professional soundness matters (e.g. regional development concept, feasibility study), but also who the actors are, what their background, interests, and goals are behind the project.

3. Activity Title: Project planning - application writing

Purpose: Transforming the project idea into a fundable form

Recommended age for participants: 12+

Space requirement: Indoor space

Duration: 50-60 minutes

Tools: PPT presentation

Clarification of theory and concepts:

Writing a proposal is a technical but strategic step. This is where the idea is put into shape: the project team is formed, the time plan, budget, and indicator system are created, and the relevant accompanying documents are collected. All this is not just a formal requirement: if we make a mistake at this point, it can seal the entire fate of the project. It is important to accurately interpret the call for proposals and to start the conscious planning here, which will ensure a balance of flexibility and control during the subsequent implementation.

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The fate of the project then moves to the decision-making stage, where it goes through several filters: formal, eligibility, content, and quality checks take place, until finally the Evaluation Committee makes its decision. Winning the grant is not an endpoint, but a sensitive turning point: from now on, all commitments are binding, and the previously flexible idea becomes an official duty. The grant contract regulates the obligations, the amount of the grant, the procedure for public procurement, and the maintenance requirements.

4. Activity Title: Project implementation

Purpose: Administrative tasks necessary for the implementation of a winning project

Recommended age for participants: 12+

Space requirement (indoor or outdoor space, small or large): Indoor space

Duration: 30 - 45 minutes

Tools: PPT presentation

Clarification of theory and concepts:

The biggest challenge during the implementation phase is to ensure that the project plan does not just “work on paper”.

1. Launch / Preparatory activities

Contracting: Signing a support or assignment contract.

Establishing a project team: Designating a project manager, financial manager, and professional actors.

Preparation of a detailed schedule and work plan: Specific deadlines, responsible parties.

Procurement preparation: Initiating public procurement procedures, if necessary.

2. Implementation

Implementation of activities: Implementation of the tasks planned in the project.

Continuous project management: Coordination, monitoring, administration.

Monitoring and reporting: Preparation of progress reports and financial statements to the sponsor.

Manage potential changes: Modify schedule, budget, or content if necessary.

3. Closure

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Proof of completion: Final report, documentation of technical or professional completion.

Final financial settlement: Final settlement of the grant amount.

Evaluation and learning lessons: Summarizing experiences, documenting good practices.

Communication: Presenting results to the public.

4. Maintenance / Follow-up

Fulfillment of maintenance obligations: Operation of assets and services during the agreed period.

Impact measurement (if required): Measuring the long-term results of the project.

Preparing for inspections: Managing audits and follow-up inspections.

5. Activity Title: Project report to the sponsor

Purpose: To present the technical details of project progress reports in terms of our supporting and monitoring system

Recommended age for participants: 12+

Space requirement (indoor or outdoor space, small or large): Indoor space

Duration: 30 - 45 minutes

Tools: PPT presentation

Clarification of theory and concepts:

Monitoring – the continuous follow-up of the project – is one of the most underrated, yet essential elements of project management. The beneficiary must submit regular reports on the progress of the implementation, based on which payments are scheduled. At the same time, monitoring serves not only as a formal check, but can also provide feedback on the quality of the planning and the flexibility of the implementation.

The issue of control is given special emphasis. On-site inspections – whether by domestic or other bodies – are a guarantee of transparency. The presentation clearly shows that control is not a “punishment”, but a pledge of responsible use of public funds. At the same time, it only fulfills its true function if it is carried out not along the logic of error-finding, but along the logic of project understanding and support. The

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closure of the project is another sensitive point. Accounting for actual costs, archiving documents (for at least three years), and fulfilling maintenance obligations are not just formal expectations. These are the basis for judging whether the project was truly sustainable and useful. During the follow-up, it becomes clear whether changes have occurred: whether services have been strengthened, whether the region has developed, and whether the lives of those affected have changed.

5. Activity Title: Horizontal guidelines

Purpose: Horizontal guidelines to be taken into account during the implementation of the given project

Recommended age for participants: 12+

Space requirement (indoor or outdoor space, small or large): Indoor space

Duration: 30 - 45 minutes

Tools: PPT presentation

Clarification of theory and concepts:

Development projects financed by the European Union not only serve economic purposes but also require broader social and environmental responsibility. An integral part of this complex approach is the inclusion of equal opportunities and sustainability in the application logic. The two horizontal objectives are not just theoretical expectations, but appear in the form of concrete, measurable and mandatory commitments in the EU application systems.

It is important for applicants to be able to quantify the social groups affected by the project already in the data collection phase. For example, the number of women, Roma, and people with disabilities should be reported separately, both among the employed and among the target group members. In addition, sustainability indicators – such as water and energy consumption, greenhouse gas emissions, or waste recycling rates – also need to be monitored.

Some of the commitments are mandatory, without which the project cannot be supported. These include, for example, ensuring opportunity-aware communication, making information and communication accessible, designing public buildings for accessibility, and using green events and green procurement.

At the same time, the EU logic also provides the opportunity to make optional commitments that further deepen the social and environmental responsibility of

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projects. In the field of equal opportunities, this could be, for example, the employment of an equal opportunities officer, the employment of Roma or disabled employees, or the organization of equal opportunities training. From an organizational perspective, the existence of a local equal opportunities concept and the active involvement of the target groups concerned may be important.

6. Activity Title: Developing own projects

Purpose: Participants work in 3 groups and develop a project to achieve a goal focused on their group.

Recommended age for participants: 12+

Space requirement (indoor or outdoor space, small or large): Indoor space

Duration: 30 - 45 minutes

Tools: paper, flip chart, felt,

Description of the activity: Participants form small groups of 3-4 people and develop a project to solve a problem that arises along the group's common interest. During the development, previously learned information, the rules of the project life cycle and implementation, horizontal guidelines, and the resources available from external or internal sources must be taken into account.

7. Activity Title: Presentation of developed projects

Purpose: The 3 groups will each present their developed project for 15 minutes, and then the participants will reflect on it.

Recommended age for participants: 12+

Space requirement (indoor or outdoor space, small or large): Indoor space

Duration: 45- 60 minutes

Tools: PPT

Description of the activity: The defined and developed project ideas are presented to the training participants by a member of the group. After the presentation, the participants have the opportunity to discuss the project's strengths, questionable parts, risks, and possible obstacles during implementation. Each project reveals new problem-solving opportunities in the field of project management.

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3. Module: Basics of Marketing management (creative thinking)

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Nr. Crt	Reference objectives	Basic content On theoretical or practical training modules	Training methods	Instructional tools, learning materials	Evaluation criteria
1	2	3	4	5	6
3. Basics of Marketing management (duration: 5 hours)					
1.	At the end of the module, participants will be able to: Understand the concept and purpose of social marketing. Differentiate between commercial and social campaigns. Create campaign messages and visuals. Build a simple promotion strategy	Theoretical Content: What is social marketing? Difference between product and value promotion The role of creative thinking in communication Practical content: Brainstorming Role-play and movement-based group work Campaign slogan/message creation Poster and flyer design Online vs. offline promotion strategies	Interactive presentations Group discussions Teamwork Role-play Reflection circle and individual journaling	In the room: Laptop, internet connection, magnetic whiteboard OR Online: Laptop, internet connection, microphone, webcam, PowerPoint presentation, online whiteboard, flipchart markers, images, large sheets, magazines, glue, scissors, stickers, voting sheets	Active participation in group activities Poster and slogan creation Presentation of campaign idea and promotion strategy Self-reflection on values and message Voting on most creative/impactful ideas

General

description:

This course support offers an introduction adapted for children and adolescents to the

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concepts of social marketing and creative thinking, aiming to teach them how to create and promote educational projects and camps that support important topics such as violence prevention, abuse recognition, combating bullying, online safety, human trafficking prevention, and the cultivation of empathy and critical thinking.

Target audience: Children and adolescents (12–18 years old), camp facilitators, teachers, volunteers

Total estimated duration: 5 hours (independent sessions or integrated into the camp program)

1. Activity Name: Introduction to Social Marketing – "What Promotes Good?"

Purpose: To familiarize participants with the concept of social marketing, to understand the difference between commercial marketing and marketing for a social cause, and to help them discover how they can convey messages that inspire and bring change within themed camps.

Recommended age: 12–18 years old

Space requirements: Indoor space, with access to a whiteboard or flipchart; it can be a classroom or an activity corner within the camp

Duration: 30–40 minutes

Tools:

- Cards/images (commercial products vs. social messages)
- Flipchart or whiteboard
- Markers, A4 sheets
- Projector (optional – for video examples of social campaigns)

Basic

theoretical

notions:

Social marketing uses the ideas and tools of classic marketing not to sell products but to promote positive changes in behavior and attitude. These campaigns aim to:

- *Increase awareness of social issues (e.g., bullying, violence, discrimination)*
- *Educate the public (e.g., online safety, critical thinking)*
- *Promote values: empathy, respect, collaboration*

Example:

The campaign "Be a Friend, not a Hater" promotes respect among teenagers on social media. It does not sell a product but an idea.

Description of the actual activity:

Stage	1:	Idea	Association	(10	min)
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The facilitator shows cards or projects images:

- Some with commercial ads (a drink, a phone, a pair of sneakers)
- Others with social messages (anti-violence, anti-bullying, promoting empathy)

Participants must say for each:

- What does it promote?

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- Who benefits from this message?
- How does it make you feel?

Objective:

To discover the difference between "selling a product" and "transmit a value."

Stage 2: Brainstorming on the board (10 min)

Central

question:

"If social marketing doesn't sell something, what exactly does it do?"

Students give free answers, which the facilitator groups around keywords: values, change, education, empathy, community, prevention.

Stage 3: Mini creative workshop (15 min)

Students work in small groups and choose an important social theme for them (e.g., "Stop bullying!", "No hate in camp", "Respect online").

Task:

- Write 1 simple sentence as a campaign message
- Choose 1 color they feel fits the message
- Sketch a symbol (logo) for their idea

Stage 4: Presentation and reflection (5 min)

Each group presents their idea in 1 minute: what theme they chose, what message they formulated, what symbol they would use.

The facilitator concludes the activity with a short message:
"Social marketing helps us talk about things that matter. In our camp, you are the communicators of good."

2. Activity Name: Find Your Cause! – "What Is Worth Fighting For?"

Purpose: To help participants identify an important social theme for them, which can become the subject of a camp or an awareness campaign. Through reflection, role-play, free expression, and movement, young people learn to choose their values and express their voice in a constructive way.

Recommended age: 12–18 years old

Space requirements: Open space, favorable to group discussions and movement activities (classroom, camp gazebo, courtyard)

Duration: 50–60 minutes

Tools: Flipchart, markers, colored stickers, thematic images, large brainstorming sheets, voting sheets, pens, role-play cards, movement activity cards.

Basic

theoretical

notions:

Choosing a social cause is an act of responsibility and involvement. Social marketing needs a "problem" or a clearly identified need to formulate a relevant message. Among the most frequent themes in educational projects for young people are:

- *Violence among young people (physical, emotional, verbal)*

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- *Social exclusion or discrimination*
- *Lack of empathy or understanding of diversity*
- *Online harassment / bullying*
- *Dangers of human trafficking*
- *Lack of self-respect and respect for others*

A successful campaign starts from a theme that touches emotionally and has personal relevance for the target group.

Description of the actual activity:

Stage 1: Free brainstorming (10 min)

The facilitator asks:

"What bothers you the most around you? What would you change in the world if you could?"

Answers are noted on the flipchart (without judgment). Participants can also add ideas on post-it notes stuck on a "wall of social problems."

Stage 2: Role-play - "The Voice of a Cause" (10 min)

Each group draws a card with a social cause (e.g., bullying, exclusion, abuse, lack of respect, etc.) and receives 3 minutes to stage a short scene illustrating that problem.

Groups present their scenario, and others must guess the theme. Then they discuss:

- What emotions appeared during the play?
- What did your scene convey?

Stage 3: Movement activity - "Choose Your Place!" (10 min)

The facilitator reads a series of statements related to possible social causes (e.g., "I believe bullying is a serious problem in schools.", "We should talk more about emotional abuse.").

Participants move physically to corners of the space marked YES / NO / NOT SURE.

Discussion follows each choice:

- What made you position yourself there?
- Was it hard to choose?

Stage 4: Voting and choosing the common cause (10 min)

Each student votes (with a sticker or ballot paper) for a social theme they would like to promote in a campaign. The theme with the most votes will be the "Central Cause" of the camp or the next activity.

Stage 5: Creating campaign titles (10 min)

In teams, students are challenged to invent campaign titles for the chosen cause.

Examples:

- "Stop the Silence!"
- "Be a Friend, not a Hater!"
- "Don't Let Hate Define You"

Each team briefly presents their idea. The facilitator notes them down to be used in future activities (slogans, posters, flyers).

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3. Activity Name: The Slogan and the Message Matter! – "How Do You Tell Your Idea to the World?"

Purpose: To develop the participants' creative thinking and synthesis ability, helping them to formulate powerful messages and slogans that can become the identity of a social campaign. The activity includes movement and verbal and non-verbal expression games.

Recommended age: 12–18 years old

Space requirements: Open space that allows teamwork and movement (reconfigurable classroom, courtyard, gazebo)

Duration: 50 minutes

Tools: Keyword cards, large sheets, markers, post-it notes, paper clips, optional art materials (colors, magazines, glue)

Basic

theoretical

notions:

A slogan is a short, memorable, and convincing phrase used to promote a cause, an idea, or a message. In social marketing, the slogan must:

- *Clearly convey the campaign's theme and attitude.*
- *Have emotional impact and be easy to remember.*
- *Inspire change, solidarity, or empathy.*
- *Be usable on visual materials, online, or in speeches.*

Examples:

- *"Say NO to Hate!"*
- *"Be the Change"*
- *"The Camp Where Respect Is the Rule"*

Description of the actual activity:

Stage 1: Creative warm-up – "Silent Expression" (10 min)

Participants divide into groups. Each group receives a word related to a social cause (e.g., respect, courage, silence, violence, trust). Without speaking, each group must express the word through a live tableau (frozen position).

The other groups guess. Discussion follows:

- What did you feel while watching/acting?
- Which words impacted you the most?

Stage 2: Movement game – "Truths That Matter" (10 min)

In a designated space, the facilitator states assertions. Participants move physically along a line between "AGREE" and "DISAGREE" ends. Discussion follows each assertion.

Examples of assertions:

- "Respect is more important than popularity."

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- "Young people can change the world."
- "A good slogan changes mindsets."
- "Empathy is a superpower."
- "Bullying is just a joke taken too far."
- "A short message can save a life."
- "We all have something to say."
- "The world needs less criticism and more support."

Stage 3: Creative workshop – "Our Slogan" (20 min)

In teams, participants:

- Choose 3–5 keywords for their cause (using cards or generating them themselves);
- Formulate a slogan + a hashtag.
- Write it on a large sheet + optionally illustrate it (symbol, color, font).

Stage 4: Campaign gallery (10 min)

Each team presents their slogan + message, and all works are displayed in a visible space in the camp or classroom.

Participants can vote using colored stickers for:

- The most memorable slogan
- The most creative message
- The strongest hashtag

Note for the facilitator:

Encourage positive, accessible, and authentic messages. Validate each group's effort, even if the idea is not perfectly formulated. You can save the voted slogans to be used for posters in the next activity.

4. Activity Name: Promoting Our Camp – "How Does Your Idea Reach Others?"

Purpose: To help participants understand how to build a simple promotion strategy for a social campaign or a camp, using diverse communication channels adapted to the target audience. The activity develops communication, strategic thinking, and public presentation skills.

Recommended age: 12–18 years old

Space requirements: Room with the possibility to work in teams + presentation space (indoor or outdoor)

Duration: 60 minutes

Tools: Cards with communication channels, large sheets, markers, promotion plan worksheets, phone/tablet (optional), scenario cards

Basic theoretical notions: *Promotion is the process through which we make a message, an activity, or a cause known. In social marketing, promotion does not aim for profit, but for community involvement, attitude change, and collective action.*

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Promotion channels can be:

- **Online:** social media posts, videos, hashtags, newsletters
- **Offline:** posters, flyers, direct presentations, public events
- **Interpersonal:** face-to-face discussions, volunteer messages, presentations in schools/camps

Effective promotion considers:

- **Target audience:** who are we addressing?
- **Central message:** what are we conveying?
- **Form:** how we present it – short, clear, visual, emotional

Description of the actual activity:

Stage 1: Roleplay – "The Convincing Message" (15 min)

Participants receive a card with a different context (e.g., "Present the camp in front of parents.", "Convince a shy colleague to enroll.", "Speak at the local radio.").

Each team takes turns with 2 minutes to play the role. Then discuss:

- What worked well?
- What would you change for greater impact?

Stage 2: Choosing channels – "Where and How Do We Promote?" (15 min)

Each team draws 3 communication channel cards and must decide:

- Which fits the campaign's target audience best?
- What would a post or an action on that channel look like?

Examples of channels: Instagram, school posters, classroom presentation, 30-second video, podcast, banner at camp entrance, etc.

Stage 3: Promotion plan (20 min)

Each team fills out a worksheet:

- Who is our audience?
- What do we want to tell them? (message)
- How and where do we do it? (channels)
- Who takes care of each part?

Stage 4: Presentation in circle (10 min)

Teams briefly present their promotion plan in 2 minutes. Optionally, the most realistic or creative strategy can be voted.

Note for the facilitator:

You can adapt roleplays depending on the group's comfort level. Encourage simplicity and authenticity in the messages. Remind participants that a good campaign does not require a big budget but clarity and passion.

5. Activity Name: The Poster That Changes the World – "The Visual That Inspires"

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Purpose: To stimulate participants' creativity by creating visual posters that support the chosen cause. This activity helps young people translate social messages into impactful graphic elements, practicing visual expression and teamwork.

Recommended age: 12–18 years old

Space requirements: Room or creative space (workshop, art room, gazebo), with large tables for teamwork

Duration: 60 minutes

Tools: Large sheets, markers, colored pencils, glue, magazines for collage, scissors, recyclable materials (optional), stickers, post-it notes, examples of social posters (for inspiration)

Basic

theoretical

notions:

A poster is an essential visual tool in social campaigns. Its role is to attract attention, convey a clear message, and create an emotional impact.

An effective poster includes:

- *A clear and visible title or slogan*
- *A concise, emotional, or motivational central message*
- *Simple but expressive graphic elements (colors, shapes, symbols)*
- *Visual and aesthetic coherence (space, fonts, colors)*

Examples of messages:

- *"Be a Friend, not a Hater"*
- *"Respect, Don't Hurt"*
- *"Your Voice Matters!"*

Description of the actual activity:

Stage 1: Visual exploration (10 min)

The facilitator presents examples of social posters (projected or printed). Participants discuss:

- What elements catch your attention?
- What makes you stop and read?
- What does each poster convey to you?

Stage 2: Movement game – "Living Gallery" (5 min)

Participants walk around the room where posters or keywords are displayed. At a signal, they stop in front of one and explain it to a colleague in 30 seconds — what they think it symbolizes and how they would use the idea.

Stage 3: Creating the poster (35 min)

In teams, participants:

- Choose a message/slogan from previous activities.
- Design a poster with visual elements (drawing, collage, lettering, etc.);
- Integrate personal ideas, colors, emotions, suggestive symbols.

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Stage 4: Vernissage and reflection (10 min)

A mini exhibition with the created posters is organized. Each team presents their work in 1 minute, explaining:

- What they wanted to convey
- Which visual element do they consider most important

The audience (colleagues) can leave post-it notes with positive reactions or questions.

Note for the facilitator:

Encourage expressiveness and originality. Do not correct artistic technical details but focus on the strength of the message and personal expression. Suggest displaying the posters in common spaces (canteen, school/camp hallway).

6. Activity Name: Offline and Online Promotion – "Your Message Travels!"

Purpose: To help participants understand the differences and complementarity between digital and physical promotion. The activity offers the opportunity to create messages adapted to each medium, encouraging strategic thinking, creativity, and a collaborative spirit.

Recommended age: 12–18 years old

Space requirements: Multipurpose room or two delimited spaces to simulate offline and online environments

Duration: 60 minutes

Tools: Phones/tablets (optional), A3 sheets, markers, sample post sheets, communication challenge cards, adhesive tape, colored paper

Basic theoretical notions:

Online promotion is fast, visible, and can reach a large audience. It uses platforms like:

- Instagram, TikTok, Facebook, YouTube
- Hashtags, short videos, stories, comments

Offline promotion is direct, personal, and visual. It includes:

- Posters, flyers, banners
- Presentations in school or community
- Events or face-to-face meetings

An effective message must have:

- Clarity and impact
- Adaptation to the audience and context
- Coherence between form and content

Description of the actual activity:

Stage 1: Movement game – "Where Is Your Message?" (10 min)

The facilitator announces types of messages (e.g., "We want to attract teenagers." / "We need to convince parents." / "We are announcing the start of the camp.").

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Participants quickly group themselves into two corners: online or offline — where they think the message would work better.

Discussion follows:

- Why did you choose that channel?
- How would the promotion concretely look?

Stage 2: Dual workshop (30 min)

Participants work in two teams or groups:

- Group 1 creates a post for social media (story or image with text)
- Group 2 creates an offline material (flyer or small poster)

Both must promote the same idea (e.g., the theme of the campaign/camp).

They will think about:

- Title/slogan
- Short and clear text
- Suggestive image/symbol
- Call to action (what you want the audience to do)

Stage 3: Publishing and sharing simulation (10 min)

Each group presents:

- The online post: it is "launched" and the others can comment, like (simulated)
- The poster/flyer: it is "posted" on a common wall, and colleagues can add post-it notes with reactions or ideas

Stage 4: Common reflection (10 min)

The facilitator guides a discussion:

- Which channel seemed more interesting to you?
- Where did you feel you had more control over the message?
- What differences did you observe in formulation, form, and impact?

Note for the facilitator:

Encourage a balance between creativity and clarity. Help participants discover the advantages of each medium and reflect on communication choices. You can use real social media elements with the group's permission.

7. Activity Name: Final Reflection – "Me and My Idea"

Purpose: To conclude the course experience through an individual and collective reflection activity, in which participants express their ideas, emotions, and commitments related to their involvement in social causes and the development of creative skills.

Recommended age: 12–18 years old

Space requirements: Quiet space, in a circle or semicircle, ideal for open expression

Duration: 30 minutes

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Tools: Reflection sheets, colored post-it notes, large sheets for the "Wall of Ideas," markers, box for anonymous messages (optional)

Basic

theoretical

notions:

Reflection is an essential process in active learning. It gives participants the opportunity:

- *To become aware of what they have learned*
- *To connect emotionally with the experience*
- *To express their vision for the future*

Through reflection, learning becomes personal, valuable, and lasting.

Description of the actual activity:

Stage 1: My Thought Journal (10 min)

Participants complete a reflection sheet that includes:

- What new thing did I learn about myself?
- What idea inspired me the most?
- What would I like to apply in everyday life?
- What did I like the most about this course?

Stage 2: Wall of Ideas and Commitments (10 min)

Each participant writes a personal commitment on a post-it note or a key idea that marked them.

These are stuck on a shared sheet: "The Wall of Ideas That Matter."

Stage 3: Circle of Conclusions (10 min)

Each one can say, if they wish:

- "I leave with the thought that..."
- "For me, this course meant..."
- "I want others to remember that..."

The facilitator closes with an inspirational message about the courage to communicate, to change, and to create good through ideas.

Note for the facilitator:

Create an emotionally safe space. Allow room for silence, smiles, or words. Reflection is personal – every answer matters.

Chapter 3

Theory of Supervision

This module includes a series of 5 supervised workshops in 2-hour blocks for youth workers/volunteers who have gained experience as a workshop facilitator within the project. The aim of the sessions is to process the experiences, deepen professional self-knowledge and provide support for coping with the role of facilitator.

I. Workshop plan

1. Activity Name: As I Arrived Today

Purpose: Raising awareness of the current situation, connecting with others, and processing past experiences from a resource perspective.

Recommended age of participants: 16-

Space requirement (closed or open space, smaller or larger): larger closed space, for free movement

Duration: 45 minutes

Tools: resource card pack (minimum 2 sets)

Description of the activity:

1. **Stage:** Walk through the space as you arrived, express your feelings with a movement, and then connect with someone. Continue walking together and connect with others.
2. **Stage:** "What happened to you?" - Select 3–5 resource cards and then tell a story about the most important events of the past period in pairs or small groups.
3. **Stage:** Combine the chosen cards into a short story, which the participants share with the group.

2/1. Activity Name: Mirror, window, door – or what does supervision do?

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Purpose: Reflective processing of participants' own previous workshop leader experiences from a supervisory perspective: self-reflection, learning from other perspectives, drawing lessons and identifying future development directions.

Recommended age of participants: 16-

Space requirement (closed or open space, smaller or larger): closed space, space suitable for sitting in a circle or free movement

Duration: : 1 hour

Tools: A4 sheet with three pre-printed symbols (mirror, window, door), or a simple sheet, colored markers

Activity Description: Supervision is nothing more than an accompanying space where we can look at our helping work from the outside. Three symbols will help us with this: the mirror, the window, and the door.

Mirror : self-reflection – What do I see in myself? How am I present in the situation? What feelings did you have while driving? What did you learn about yourself?

Window : changing perspective – How might someone else see this? What other interpretations might there be of the situation? Has there been a situation that you saw differently in retrospect? What helped you see it differently?

Door : moving forward – What should I do next? What can I learn from this? What will you take forward? What would you do differently next time? What new idea did you come up with?

Course of the occupation:

1. *Step:* Fill out the supervision sheet - Everyone *chooses a previous workshop* they have led and fills in the sheet. Optionally, they use colors according to their emotions.
2. *Step:* In small groups (3–4 people) or in a large group, they present the cards to each other. The peers do not evaluate, but only ask curious questions.
3. *Step:* Which symbol (mirror, window, door) was the most important to you right now and why?

Summary: During supervision, we use these internal 'tools' – mirror, window, door – over and over again. An accompanying process that is not problem-solving, but a space for collaborative thinking, reflection and development.

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2/2. Activity Name: Mirror, window, door movement processing – “Three room exercise”

Purpose: Reflective processing of participants' own previous workshop leader experiences from a supervisory perspective: self-reflection, learning from other perspectives, drawing lessons and identifying future development directions. It also offers experiential pedagogical, body-conscious, non-verbal connection

Recommended age of participants: 16-

Space requirement (closed or open space, smaller or larger): closed and space suitable for movement

Duration: 1 hour

Tools: A4 sheets for taking notes, felt-tip pen/pencil, marking zones (mirror, window, door), thought questions (placed on paper),

Activity description:

We create three separate “corners” or “zones” in the room, each representing a symbol: Mirror Room, Window Room, Door Room

The facilitator asks the group to think about one of their shared workshop leadership experiences.

Participants move freely between the three zones according to which aspect helps them understand or move the situation. In each zone, they are given a short thought question (on paper, posted), which they can read, work on internally, and then move on to another zone. At the end, they return to the circle and say which zone they spent the most time in and why.

MIRROR – A space for self-reflection

What did I see of myself in this workshop?

Questions:

- What feelings did I have while leading the workshop?
- What recurring internal phrases were speaking to me? (“Am I good enough?” “Are we making progress?” etc.)
- What behavior or decision of mine truly reflected my role as a helper?
- What was I most proud of? Why?
- What bothered or made it difficult for you – on my part?

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- If I looked at myself from the outside now, what would I see?
- What do I learn about myself from this experience?

WINDOW – A space for changing perspectives

What could I have seen differently? How could anyone else have seen it?

Questions:

- What feedback did I get from others? What did participants or my peers say?
- What surprised you about how others reacted?
- How could the group see the given situation, which I experienced as difficult?
- Was there a moment that I interpret differently now in retrospect?
- If a more experienced workshop manager had looked at my work, what might he have noticed?
- What other solutions could there have been to the situation?
- What role did group dynamics play in what happened?

DOOR – A space for moving forward

What am I taking forward? What have I improved on? What would I do differently?

Questions:

- What is one lesson I learned from this experience?
- What do I want to improve on before my next workshop?
- Is there anything I would do differently? How?
- What helpful resource have I discovered within myself that I will consciously use?
- What did this situation teach me about group leadership?
- If I were there again, what step would I take differently?
- What will I try next?

Activity procedure: After everyone has visited each room, they sit in a circle again. The group leader asks some of the following questions, to which the participants answer freely:

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"What I learned about myself today is..."

"I'll take that with me to my next workshop..."

"The most important symbol for me today was ___ because..."

Summary: Supervision is not about correcting mistakes, but about understanding, which allows for growth. As you looked into your own mirrors today, you looked out the window, and opened new doors – the best thing you can do for yourself and your groups.

3. Activity Name: Closing circle - Keyword for the travel item

Purpose: To conclude the experiences of the day/supervision workshop, raise awareness of internal lessons, consolidate the community experience, and provide a positive framework for moving forward.

Recommended age of participants: 16-

Space requirement (closed or open space, smaller or larger): smaller closed space, sitting in a circle

Duration: : 15-30 minutes

Tools: optional: colored cards or white paper, colored markers

Activity description:

Sitting in a circle, everyone can choose a color (e.g. from colored cards or in their mind) that best expresses how they are feeling right now and share it in a sentence.

Everyone writes briefly on the sheet:

What I feel...

What I learned today...

or what I'll do differently tomorrow...

Summary: We all opened a door today. Some to our own inner world, others to new ideas or feelings. The best thing about supervision is that it never closes – it just helps us see better where it is worth moving forward.

II. Workshop plan

1. Activity Name: Steps among memories

Purpose: To emotionally tune participants into looking back, re-evoking their own experiences through movement and symbols.

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Recommended age of participants: 16-

Space requirement (closed or open space, smaller or larger): closed space, suitable for movement

Duration: 15–20 minutes

Tools: colored sheets of paper (approx. A5 size)

Activity description: The facilitator places 15–20 colored sheets of paper on the floor so that it is comfortable to walk between them.

"A moment well spent"

"Something that surprised me"

"A difficulty you have overcome"

"A feedback that affected you"

"A smile you'll never forget"

"A sentence you said or heard"

"A feeling that stays strong within you"

"A participant you remember"

"A decision you made"

"A moment when you calmed down"

"A question you asked yourself"

"One thing you would do differently"

Now you can walk around the space freely for a few minutes. Read these pages. If one particularly speaks to you, stop for a moment. You may recall a memory or an image. You don't have to think about everything - just what comes naturally.

Discussing a task in a group: in one word or one sentence – what was the first memory that came to mind?

2. Activity Name: Memory mosaic – my workshops in pictures

Purpose: to recall experiences, open up self-reflection, and tune in to structured analysis

Recommended age of participants: 16-

Space requirement (closed or open space, smaller or larger): closed space, sitting in a circle

Duration: 1-1.5 hours

Tools: A4 or A3 sheets, colored pencils, felt-tip pens, optionally stickers, glue, newspaper clippings for collage

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Activity description: Before we delve deeper into the analysis of our own workshops, let's recall what experiences we remember most vividly. The goal of today's exercise is to look at everything that happened to us as workshop leaders in pictures and fragments of memories.

Everyone receives a sheet of paper with the following instructions:

Creation – making a “memorial mosaic”

Draw or write freely about 3–5 *moments, images or feelings* that have stayed with you from your own workshop leadership. These could include:

- about a participant's reaction,
- about a successful exercise,
- about a difficult moment,
- about a surprising testimony,
- or even about a mood you experienced.

There is no “nice” or “good” answer – it is an internal map that only you know.

Once everyone is finished, the participants share their creations with each other.

2. Activity Name: What was my role in this?

Purpose: Participants will reflect on their previously led workshop situations to recognize their inner processes, roles, and emotional patterns. The aim is not to analyze the events themselves, but to foster self-awareness regarding how they were present in the situation, what inner reactions guided them, and how they can develop by understanding their professional role more consciously.

Recommended age of participants: 16-

Space requirement (closed or open space, smaller or larger): Indoor space

Duration: 45–60 minutes

Tools: paper, pens, reflective question cards

Activity description: Participants pair up and choose a workshop situation from their own mosaic.

They are given 3–4 *reflective question cards*, for example:

- What feelings accompanied this situation?

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- What internal role of mine was activated? (e.g. conformist, controlling, insecure, brave)
- What helped you quit or stay in it?
- If I were there again, what would I do differently – and why?

The goal of the pair conversation is not to talk about the event, but about your own functioning, attitudes, and emotional patterns.

3. Activity Name: Closing Circle - The detail that speaks to you now

Purpose: Helps participants to highlight a detail that is important to them from the experiences recalled during self-reflection work and to become aware of its meaning. Strengthens emotional integration and the formulation of personal lessons.

Recommended age of participants: 16-

Space requirement (closed or open space, smaller or larger): closed space, sitting in a circle

Duration: 15-20 minutes

Tools: previously completed memorial mosaics, optional: pen, paper

Activity description: Participants look back at their "mosaic of memories" and choose a single detail (drawing, word, motif) that speaks to them in particular for some reason.

Everyone in a circle says a sentence:

"This detail is important to me right now because..."

III. Workshop

1. Activity Name: Me now, in one word – ball rolling

Purpose: To help participants arrive emotionally and mentally, to assess the group mood, and to raise awareness of the present state.

Recommended age of participants: 16-

Space requirement (closed or open space, smaller or larger): smaller closed space, sitting in a circle

Duration: 10-15 minutes

Tools: a small soft ball (stress ball, sponge ball or ball of yarn)

Description of the activity: The group sits in a circle. The facilitator introduces the exercise: Now we are going to play a simple circle game: I roll a ball to someone and at

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the same time I say *in a word or a short sentence* how I am here now, or what I brought with me today – it could be a feeling, an image, a thought. The person who gets the ball says their own answer and then rolls it on to another group member. The game continues until everyone has had a turn. If you don't want to speak, you can also say: *"I will roll it on in my mind"*.

Options: What is one word that is currently associated with workshop management in my mind?, What mood did I come here in today, if I could only say one color or image? The facilitator thanks them for sharing how they feel. You can say that these words have already shown how diverse our experiences are and what a good foundation they provide for our work together today.

2. Activity Name: *Our workshops through SWOT lenses*

Purpose: To jointly process the participants' previously conducted workshops using the SWOT method. The goal is to systematize experiences, draw lessons, and raise awareness of strengths and areas for development. The ability to reason, self-reflect, and give/receive feedback is developed during the presentation and feedback.

Recommended age of participants: 16-

Space requirement (closed or open space, smaller or larger): closed space where 2–3 small groups can work comfortably around a table + area suitable for frontal presentations

Duration: 1.5-2 hours

Tools: A3 SWOT templates (1 per group), colored markers, post-its, question cards (helping questions for all four categories)

Description of the activity: SWOT analysis is a simple but effective method that helps to organize experiences along four key areas: Strengths, Weaknesses, Opportunities and Threats. When applied to workshop management, it provides an opportunity to become aware of what worked well and what we can build on (S), what difficulties arose (W), what learning or development directions opened up (O), and what external or internal factors hindered effectiveness (T). The SWOT map does not qualify, but supports: it helps us draw structured lessons from our complex experiences.

1. Step: Tuning in – Introduction to the SWOT method (15 minutes)

Facilitator briefly introduces the essence of SWOT analysis:

- S – Strengths: What worked well? What were we strong at?

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- W – Weaknesses: What didn't work or went poorly?
 - O – Opportunities: What opportunities opened up during the workshop? What did we learn?
 - T – Threats: What obstacles or risks arose? What disrupted the process?
2. **Step:** Each pair of workshop leaders prepares a joint SWOT analysis, where they take turns taking a workshop and try to analyze it together.

S – STRENGTHS

What worked, we can build on

Question cards:

1. What is a moment when *my workshop really worked well* ?
➤ Think of a successful game, task, or conversation.
2. What feedback confirmed that *I was on the right track* ?
➤ Whether it came from the group, a participant, or a peer.
3. What personal skill or *resource of mine* helped me the most during my leadership?
➤ E.g. patience, humor, flexibility, structure, etc.
4. When did I feel that the participants
connected with me ? ➤ How did you feel this? What helped?

W – WEAKNESSES

What got stuck, didn't work, was difficult

Question cards:

1. When did I feel *unsure about my job* ?
➤ What was the situation? What bothered you?
2. Was there a part of the workshop where I felt
lost or confused ? ➤ What happened then?
3. What is the skill that I felt I *still needed to develop* ?
➤ E.g. time management, leadership, responsiveness, setting boundaries.
4. What part or decision would I do *differently today* ?
➤ Why? What was the lesson?

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O – OPPORTUNITIES

What is new, progressive, an opportunity for development

Question cards:

1. What is *the first thing I tried* that worked surprisingly well?
 - It could be a new method, game, question, attitude.
2. Was there a situation where *you were surprised by a positive turn of events* ?
 - What led to this new opportunity?
3. What is the skill or insight that *I would like to consciously use from now on* ?
 - What was the triggering situation?
4. What *external support* helped me as a facilitator (e.g. teammate, background, structure)?
 - How can I create a similar situation next time?

T – THREATS

What hindered, disturbed, and upset me

Question cards:

3. What disrupted the workshop that *I couldn't handle well* ?
 - E.g. technical problem, inattention, conflict.
4. Was there any behavior in the group that *I didn't dare/couldn't react to* ?
 - How did it affect you?
5. What external circumstances (time, location, fatigue) *reduced your effectiveness* ?
 - Were you able to react to them?
6. What was the point where *I almost lost focus or leadership* ?
 - What helped me find it again, or what was missing?

Step 2: Presentation – SWOT Poster Presentation: Each group presents their SWOT poster to the entire group in 5–7 minutes.

Step 3: Reflective circle – **also the closing circle of the session** – Everyone answers a question: “What is the lesson or insight that I will now take with me more consciously to my next workshop?”

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IV. Workshop

1. Activity Name: Best and Weakest – My Feelings Behind My Workshops

Purpose: Participants will look back on their previous workshops and reflect on which experiences were most successful and which were most challenging for them. Using the emotion cards, they will gain a deeper understanding of their own emotional reactions, become aware of what they learned from these situations, and what they would do differently in the future.

Recommended age of participants: 16-

Space requirement (closed or open space, smaller or larger): closed space, sitting in a circle

Duration: 15 minutes

Tools: emotion cards

Activity description: The facilitator places a set of feeling cards spread out on the table or floor.

1. **Step:** Each participant chooses two emotion cards:

- One indicates how he feels about his most successful workshop.
- The other is the one that is related to the most difficult experience.

2. **Step:** Everyone in a circle briefly shares:

- "This feeling appeared in me at my best workshop because..."
- "And this is the hardest part of my workshop..."

2. Activity Name: Filling out workshop report card

Purpose: To help participants reflect on their own workshop facilitation experiences in a structured way. It helps to deepen self-awareness by making them aware of which elements worked well (strengths), where they experienced difficulties (weaknesses), and what lessons they can learn from these.

Recommended age of participants: 16-

Space requirement (closed or open space, smaller or larger):

Duration: 1-1.5 hours

Tools:

Activity description:

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Participants will complete a *Workshop Reflection Sheet individually*, the main elements of which are:

PART	QUESTION
My best workshop	What worked? What were my strengths? How did I feel about it?
My weakest workshop	What was difficult about it? Why didn't it work? What feelings did I have?
Lesson learned	What did I learn from these?
Future	What would I do differently next time?

At the end, each participant shares their experiences with their peers, which they reflect on.

3. Activity Name: My keyword for moving forward

Purpose: The purpose of the session is for participants to formulate their own learning, shift, or future direction in a single, personal keyword or short sentence at the end of the shared workshop. This awareness supports emotional integration, strengthens the helper identity, and shifts the focus from reflection to action.

Recommended age of participants: 16-

Space requirement (closed or open space, smaller or larger):

Duration: 15 minutes

Tools: post it, pens

Activity description: Each participant receives a colored card and writes a word or short sentence on it: "What I learned about myself today is that..." and sticks it on the board.

V. Workshop plan

1. Activity Name: Web of perspectives - Connecting to a situation

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Purpose: Group processing of a previously experienced, difficult or dilemmatic workshop situation within the framework of the Balint method. The aim is for participants to emotionally reflect on their own reactions, gain new perspectives, and strengthen their understanding, empathy, and self-reflection as helpers.

Recommended age of participants: 16-

Space requirement (closed or open space, smaller or larger): closed space

Duration: 15 minutes

Tools: A-4 paper, pen

Activity description: The facilitator introduces the purpose of the activity, then the participants silently think about a situation that has left an impression on them as a workshop leader (it may be confusing, difficult, surprising, or left open).

Questions to help you think (can also be written on the board):

- Which situation comes back again and again?
- When did I feel like *I didn't know what to do* ?
- What was inside me in a conflicted or quiet moment?

2. Activity Name: Case processing according to the Balint method

Purpose: To The essence of the Balint method is that it does not provide a solution, but it opens up space for us to see our professional stories differently - together, reflecting, and understanding.

Recommended age of participants: 16-

Space requirement (closed or open space, smaller or larger):

Duration: 1.5 -1 hour

Tools: -

Description of the activity: A volunteer agrees to share the situation in front of the whole group – he/she will be the case manager.

1. **Step:** Case study – The case manager narrates the situation, with only facts and feelings, without asking for advice.
2. **Step :** Clarifying questions – The group can ask questions, it only asks for information, not evaluation.
3. **Step :** Group work – feedback phase – The case manager sits a little further back or remains silent.

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– The group speaks freely: What do they perceive from the situation described? What might have been in the participants? What might the case manager have experienced?

– Not counseling, but sharing feelings, impressions, and interpretations.

- 4. Step:** Case manager returns – Tells what he received, what he took with him, what he thinks differently now.

Note: Optionally, multiple cases can be processed using this method.

3. Activity Name: What I bring with me...

Purpose: After the case study, participants are given time and space to sort out their feelings, become aware of their personal lessons, and formulate what they will take forward into their own helping practice. The exercise also helps to distance themselves from the emotional charge of the case and brings the group back to the “here and now.”

Recommended age of participants: 16-

Space requirement (closed or open space, smaller or larger):

Duration: 15 minutes

Tools: -

Activity description: The facilitator asks, if you were to put this case today on a shelf as a package, what would you write on it? Or would you rather take it with you?

This helps to detach from the emotional effects of the case, while making you aware of the lessons learned. Supervision does not always provide answers – but it helps to formulate questions where there were only feelings. Today we have also become closer to ourselves, to each other – and perhaps to new layers of our helping role.

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Evaluation of the entire training material and program

N o. Cr t.	Reference objectives	Basic content On theoretical or practical training modules	Training methods	Educational tools, teaching materials	Evaluation criteria
1	2	3	4	5	6
Evaluation of the entire training material and program (duration: ?hour)					

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1.	At the end of the training, participants will be able to: Reflect on the training process and the applicability of what was learned. Evaluate the content and methodological benefits of each module. Make suggestions for further developments.	Comparison of training program goals and implementation Sharing experiences and lessons learned Collect feedback per module Analyzing the effectiveness of training methods and tools	Individual and group reflections per module Structured conversations and feedback loops Filling out the evaluation form Small group suggestion gathering	Evaluation forms (online or paper) Flipchart or notepad for suggestions Feedback templates, guided questions, Google Forms, poster paper, colores paper, markers, scissors	Level of participant satisfaction Assessing the applicability of what has been learned Quality and specificity of development proposals Self-assessment of the achievement of training objectives
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1. Processing option: Final evaluation form - in Google forms format -

Questions:

Purpose: The series of questions helps the group leader close the training program, collect feedback, and raise awareness of the learning process.

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Recommended age for participants: 12 -

Space requirement: indoor space

Duration: 10 minutes

Tools: Google Forms

Description of the actual activity:

Trainer's instructions: "Please answer the following questions honestly. Your answers will help us improve the training."

1. What topics or exercises were most useful to you?
2. Which method or tool helped you the most in your learning?
3. Was there a part that you found less useful or interesting? Why?
4. To what extent can you incorporate what you have learned into your practical work? (Rate on a scale of 1–5, 1 if not at all and 5 if completely)
5. How suitable was the pace and atmosphere of the training for you?
6. What would you suggest for improving the training?
7. What do you take away from this training – thought, feeling, realization?

2. Processing option: Facilitator's question set – For training or closing module

Purpose: The series of questions helps the group leader to close the training program, collect feedback, and raise awareness of the learning process. The questions can be used in a closing round, in small group discussions, or for guided reflection.

Recommended age for participants: 12 -

Space requirement: indoor space

Duration: 30 minutes

Description of the actual activity:

Trainer's instructions: "Please answer the following questions honestly. Your answers will help us improve the training."

Recommended questions:

1. What was the most important realization for you during the training?
2. What moment, exercise or conversation has stuck with you the most?

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3. What difficulty did you face and how did you deal with it?
4. Which method was most useful for you and why?
5. How will you be able to apply what you have learned in practice?
6. If you had to summarize what this training gave you in one word, what would it be?
7. What advice would you give to a future participant?
8. What would you add or change to the training if we were to redesign it?

3. Processing option: Poster creation

Purpose: Poster visualization helps the group process what they have learned, what they will take forward, and what improvement ideas they have. It can be used on a flipchart, written on large wrapping paper, or projected digitally.

Recommended age for participants: 12 -

Space requirement: indoor space

Duration: 1 hour

Tools: poster paper, colores paper, markers

Description of the actual activity: Participants should divide into groups and make a poster about the training.

Poster title:

Participants should come up with a creative title.

3 columns with suggested captions:

Column 1: WHAT HAVE WE LEARNED?

→ Concepts, methods, insights, new perspectives.

Column 2: WHAT DO WE CARRY WITH US?

→ Thoughts, feelings, tools, concrete solutions.

Column 3: WHAT DO WE SUGGEST FOR IMPROVEMENT?

→ Suggestions for improving methodology, topics, time management, etc.

Implementation tips:

- Use colors, icons or drawings (e.g. light bulb = idea, arrow = take it further).
- Each participant should write at least 1 thought in each of the three columns.
- The poster can also be pinned to the wall and shared during the closing round.

Methodology of Awareness-Raising Activities

No. Crt.	Reference objectives	Basic content	Training methods	Instructional tools, learning materials	Evaluation criteria
1	2	3	4	5	6
3. Methodology of Awareness-Raising Activities (duration: 2 hours)					
1.	By the end of the module, participants will be able to: Identify forms of violence and discrimination. Express personal opinions in a respectful manner. Promote children's rights and mutual respect.	Forms and effects of violence, bullying, and cyberbullying Discrimination and stereotypes Self-respect and respect for others Children's rights Healthy responses to abuse and exclusion Expressing opinions in a non-violent way	Interactive games Guided discussions Teamwork Self-reflection Simulations and scenarios	Worksheets Scenario cards Post-it notes / markers Flipchart / whiteboard Visual materials (posters, videos)	Active involvement Meaningful reflection Application of concepts Creativity Teamwork

1. Activity Title: "Advertisement About Me"

Purpose: Personal reflection and self-awareness development in relation to the influences of consumer society. The activity encourages the expression of individuality and reflection on one's public image and how we want to be perceived.

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Recommended	participant	age:	14+
Required	space:	Indoor	space
Duration:	10		minutes

Materials: –

Activity Description: Participants create an advertising slogan about themselves, imagining they are a product "promoted" in a consumer world. The slogan should reflect their personality, qualities, or traits – in an honest, creative, or even ironic way.

Trainer Instructions: "Imagine you are a product promoted in an advertisement. How would you want to be perceived? What would your advertising message be? Think of a slogan that represents you – it can be funny, serious, ironic, or provocative, but it must say something authentic about you."

Inspiration Examples:

- "100% honest, even when it hurts."
- "Soft at first, powerful on impact."
- "Fast ideas. Caution: may cause collisions!"
- "Not for everyone. And that's perfectly fine."

Reflection Opportunities / Processing Framework:

- Participants may choose to share their slogan out loud in a circle or write it anonymously on a slip of paper.
- Guided discussion:
 - How honest was your slogan?
 - How closely does it match the way you present yourself on social media?
 - What do we choose to show the world – and what not?
 - How do the "advertisements" around us influence how we want to be perceived?

2. Activity Title: The Invisible Label

Purpose: Awareness of how we are perceived and labeled by others. Exploring stereotypes and their impact on self-image, relationships, and self-esteem.

Recommended	participant	age:	14+
Required	space:	Indoor	space
Duration:	20–25		minutes

Materials: Sticky notes (Post-it), markers, tape (optional)

Activity Description: Each participant wears a label on their back (written on a Post-it), on which their peers write impressions of that person – without them seeing what's written. At the end, each participant reads their label and reflects on how they are perceived by the group.

Trainer Instructions:

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1. The group forms a circle. Each person receives a Post-it that a peer sticks on their back (without reading it).
2. Participants walk around silently for 5–10 minutes, writing one word, a positive trait, or an impression about each peer (e.g., “calm”, “kind”, “attentive to others”).
3. At the end, each participant removes their label and reads it privately.

Reflection Opportunities / Processing Framework:

- How did you feel reading what others wrote about you?
- Was there anything that surprised you?
- How often do we rely on first impressions when evaluating someone?
- Have you ever felt wrongly “labeled”?
- How can we replace stereotypes with curiosity and dialogue?

3. Activity Title: The Invisible Mirror

Purpose: Exploring the differences between self-image and how others perceive us. This activity supports self-esteem, authentic self-expression, and strengthens relationships based on mutual respect and trust.

Recommended	participant	age:	14+
Required	space:	Indoor space, ideally for pair work	
Duration:	25–30		minutes

Materials: A4 sheets, pens/markers

Activity Description: Participants reflect individually on three personal qualities they believe define them. Then, in pairs, they give each other three verbal appreciations based on their observations. Each participant compares their own self-perception with the feedback received.

Trainer Instructions:

1. Each participant writes down 3 personal qualities they believe define them.
2. Form pairs.
3. Each person shares 3 positive qualities they observe in their partner.
4. Participants compare what they wrote about themselves with what their partner shared.
5. Optional: In a large circle, those who wish may share a personal conclusion, surprise, or reflection.

Reflection Opportunities / Processing Framework:

- What similarities or differences did you notice between how you see yourself and how others see you?
- How did it feel to receive verbal appreciation?
- Was it easy or difficult to identify your own personal qualities?
- How can we learn to value ourselves beyond comparisons?
- What does it mean to give honest and respectful feedback?

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4. Activity Title: The Support Chain – “You’re Not Alone”

Purpose: Raising awareness about the importance of mutual support within a group and encouraging empathy, solidarity, and open communication. The activity strengthens group cohesion and offers a safe space for expressing gratitude and support.

Recommended participant age: 12+

Required space: Indoor space, preferably arranged in a circle

Duration: 20–25 minutes

Materials: Colored post-it notes or slips of paper, pens/markers

Activity Description: Participants write supportive, encouraging, or appreciative messages to their peers, either anonymously or by name. All notes are collected and then distributed or displayed as part of a symbolic support chain.

Trainer Instructions:

1. Each participant receives 2–3 notes.
2. On each note, they write a positive, encouraging, or appreciative message to a peer (e.g., “I admire your courage when you speak in the group.” / “I liked your idea earlier.”).
3. Messages can be anonymous or signed, depending on preference.
4. After writing, all messages are placed in a bowl/jar or stuck on a display panel.
5. Optional: Selected messages may be read aloud (with the group’s consent) or delivered to the intended recipients.

Reflection Opportunities / Processing Framework:

- How did you feel while writing supportive messages to others?
- What did you feel when you received (or heard) a message addressed to you?
- Why is it important to support each other, even with small gestures?
- How often do we consciously give positive feedback to those around us?

5. Activity Title: Reaction Line – “What Would I Do?”

Purpose: Raising awareness of different ways to react to bullying or abuse and encouraging individual responsibility in choosing safe and empathetic responses.

Recommended age: 12+

Required space: Indoor space with room to move

Duration: 20–25 minutes

Materials: Tape or string to mark a line on the floor, scenario cards

Activity Description: Participants position themselves along an imaginary line based on their personal reaction to described situations. The left end represents “I would ignore it,” and the right end “I would intervene immediately.” The space in between

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reflects nuances of action. There are no right or wrong answers – it's about raising self-awareness.

Trainer instructions:

1. Draw an imaginary line on the floor (e.g., with tape or string).
2. Label the left end "I would ignore it," and the right end "I would intervene immediately."
3. The facilitator reads out scenarios involving bullying, exclusion, cyberbullying, or discrimination.
4. After each scenario, participants place themselves on the line according to their instinctive reaction.
5. Group discussion follows about the choices made.

Example scenarios:

- A classmate is constantly teased for their accent.
- Someone posts an embarrassing photo of another student online.
- A girl is systematically ignored in group conversations.
- A student is excluded from games or activities because they wear glasses.

Reflection framework:

- What made you choose that spot on the line?
- What felt easy or hard about making that decision?
- How could you intervene safely?
- What obstacles keep us from reacting?
- How can we become allies to those suffering in silence?

6. Activity Title: Who Am I Really?

Purpose: Raising awareness about stereotypes and prejudice in society and among youth groups. Promoting empathy, critical thinking, and respect for diversity.

Recommended age: 14+

Required space: Indoor space, arranged in a circle or semicircle

Duration: 20–25 minutes

Materials: White cards (for labels), tape or soft adhesive, markers

Activity Description: Each participant receives a label written on a card (e.g., "nerd," "village kid," "rich kid," "emo," "troublemaker," "gypsy," "lazy," "easy girl"), which is stuck to their back without them seeing it. Participants walk around the room and interact briefly, treating each other based on the visible label.

After a few minutes, everyone sits in a circle, removes their label, and reflects on the experience.

Trainer instructions:

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1. Prepare the labels in advance – each one should represent a common social stereotype.
2. Without reading it, each participant receives a card placed on their back.
3. Participants move around and interact briefly (through gestures, questions, remarks), treating others according to the stereotype.
4. After 5–7 minutes, they sit in a circle, read their label, and reflect.

Reflection framework:

- How did it feel not knowing why others treated you differently?
- Was there a behavior or comment that bothered you?
- Did you recognize a behavior you've experienced or expressed in real life?
- How do stereotypes affect how we see and relate to others?
- How can we break the cycle of prejudice and look beyond the "label"?

7. Activity Title: Our Campaign for a World Without Violence

Purpose: Integrating the knowledge gained during the workshop into a creative and civic initiative. The activity encourages artistic expression and teamwork to build an awareness campaign.

Recommended

age:

14+

Required space: Flexible indoor space allowing group work and presentations (classroom, multipurpose room)

Duration: 30 minutes (25 min creation + 5 min closing circle)

Materials: Colored paper, markers, post-its, glue, scissors, A3/A4 sheets, flipchart, phone/tablet (for videos if needed)

Activity Description: Participants work in teams and choose a topic discussed during the workshop: discrimination, bullying, human trafficking, child rights, cyberbullying, self-respect, and respect for others. Each team creates a mini-awareness campaign including:

- A catchy, meaningful slogan
- A visual material: poster, social media post, short video message, or skit/role-play

Trainer instructions:

1. Divide the group into teams of 4–5 participants.
2. Each team selects a topic and decides on the type of creative product to develop.
3. Provide access to creative materials.
4. Encourage teams to be bold, authentic, and to communicate a clear, positive, and inspiring message.

Reflection

framework:

After presentations, the facilitator closes with a question to the group:

● "What are you taking away from today?"

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● Participants answer one by one, either verbally or by writing a word on a post-it note to be placed on a common board titled: "Our Messages for a World Without Violence."

Optional:

Display the materials created in a shared space (school, center) or share them online.

8. Activity Title: Creating Online Material About Drug Prevention – "Say NO Out Loud!"

Purpose: To develop participants' ability to create educational and engaging content to prevent drug use among young people and to promote healthy and responsible lifestyle choices.

Recommended age of participants: 12–18 years

Space requirement: Closed space with internet connection and equipment for content creation (laptop, projector)

Time frame: 2 hours

Equipment:

- Laptop and internet
- Flipchart or magnetic board
- Markers
- Smartphones (optional, for content creation)
- Online design applications (Canva, Crello, etc.)

Theoretical**notions:**

Drug use is one of the most serious threats to young people's health and future.

Effective prevention involves:

- *Clear and correct information about risks*
- *The courage to say NO*
- *Promoting positive alternatives: sports, hobbies, volunteering*
- *Developing self-confidence and the ability to resist peer pressure*

Young people can influence others by creating content that is empathetic, authentic, and motivating.

Description of the activity:

Stage 1: Brainstorming – Why Say NO? (15 min)

The facilitator asks: "Why do you think some young people are tempted to try drugs?" "What arguments would convince you or your friends to say NO?" Ideas are collected on the flipchart and grouped into:

- Risks/dangers
- Personal motivations
- Social influences

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Stage 2: Examples of Good Practices (15 min)

The facilitator presents 2–3 examples of effective anti-drug campaigns created by young people. Brief discussion:

- What message is transmitted?
- Why does it catch your attention?
- What could be improved?

Stage 3: Practical Exercise – Create Your Own Message (75 min)

Participants work individually or in small teams (2–3 people).

Task: Create a short educational material (poster, meme, short video, Instagram/Facebook/TikTok post) that promotes:

- Saying NO to drugs
- Choosing positive, healthy alternatives

Steps:

- Define the message (simple, clear, positive)
- Choose the format (image, text, short video)
- Create the material using available tools (laptop, smartphone, online apps)
- Present the product to the group

Stage 4: Presentation and Feedback (20 min)

Each participant or team presents their creation. The group offers positive feedback, highlighting:

- What they liked
- What message was clear
- Suggestions for improvement (constructive)

Conclusion: *"You have a strong voice. Use it to inspire others to choose health, courage, and freedom."*

9. Activity Title: Creating Online Material About Human Trafficking Prevention – "Stay Safe, Stay Free"

Purpose: To develop participants' ability to create impactful educational materials that raise awareness among young people about the risks of human trafficking and the importance of personal safety.

Recommended age of participants: 12–18 years

Space requirement: Closed space with internet connection and space for small group work

Time frame: 2 hours

Equipment:

- Laptop and internet
- Smartphones (optional)
- Flipchart or magnetic board

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- Markers
- Design apps (Canva, Crello, etc.)

Theoretical

notions:

Human trafficking is a global crime that affects millions of victims, especially young people.

Effective prevention means:

- *Knowing the warning signs (false offers, pressure, secrecy)*
- *Promoting messages of vigilance, critical thinking, and seeking help*
- *Encouraging young people to trust their instincts and to verify opportunities*

Educational materials must be clear, emotional, and provide practical information.

Description of the activity:

Stage 1: Warm-up Discussion - "Would You Realize?" (15 min)

The facilitator asks: "What signs would make you suspicious about an opportunity that seems too good?" "Why do some young people fall into traffickers' traps?" Answers are collected on the flipchart.

Stage 2: Short Analysis of Real Campaigns (15 min)

Presentation of 2–3 examples of human trafficking prevention campaigns. Discussion:

- What message is transmitted?
- What emotions are triggered?
- How can it be adapted for young people?

Stage 3: Practical Exercise - Your Voice for Freedom (75 min)

Participants work individually or in pairs.

Task: Create an educational material (poster, story, short video, social media post) that:

- Warns about the risks of human trafficking
- Offers safety advice
- Promotes critical thinking

Steps:

- Choose a focus (e.g., job offers, online friendships, travel opportunities)
- Define the key message
- Choose the format and create the product
- Prepare a short explanation: "Why this message? Why this form?"

Stage 4: Presentation and Feedback (20 min)

Participants present their creations. The group provides constructive feedback:

- Strengths
- What is memorable
- Suggestions for refinement

Conclusion: *"Being informed is your first form of protection. Your message can open the eyes of someone who needs it."*

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10. Activity Title: Creating Online Material About Child Pornography Prevention – "My Body, My Choice"

Purpose: To help participants create educational materials that raise awareness about the dangers of child pornography, the importance of protecting one's body and privacy, and the need to seek help when necessary.

Recommended age of participants: 12–18 years

Space requirement: Closed space with access to the internet and necessary equipment for content creation

Time frame: 2 hours

Equipment:

- Laptop and internet
- Smartphones (optional)
- Flipchart or board
- Markers
- Online content creation tools (Canva, Crello, etc.)

Theoretical notions:

Child pornography is a severe form of exploitation. Young people must be aware of:

- *The right to control what happens to their body*
- *The danger of sharing personal images or videos*
- *How traffickers and abusers operate online*
- *Where and how to seek help if they are threatened or abused*

Educational messages must encourage respect, safety, and responsible online behavior.

Description of the activity:

Stage 1: Brief Discussion – "Who Decides About My Body?" (10 min)

The facilitator asks:

- "Who has the right to decide what happens to your body?"
- "What does consent mean in online spaces?"

Quick collection of ideas on the flipchart.

Stage 2: Analysis of Messages and Posters (15 min)

Participants view 2–3 existing educational posters or messages (adapted to the topic).

Discussion:

- What message is transmitted?
- How does it make you feel?
- Is it appropriate for young people?

Stage 3: Creation Workshop – Protect Your Privacy (75 min)

Participants work individually or in pairs.

Task- Create a poster, a short video, or a social media post with the message:

- "My body belongs to me."
- "Respect privacy."

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- "Think before you share."
- "No one has the right to pressure you."

Steps:

- Choose a key slogan or message
- Select an appropriate visual or story
- Create the material
- Write a short presentation: "What impact do I want my message to have?"

Stage 4: Presentation and Collective Feedback (20 min)

Participants present their creations. The group provides constructive feedback:

- What stands out
- What could make the message even stronger
- How it could reach more young people

Conclusion: *"You are the first protector of your body and your privacy. Your voice can protect others too."*

11. Activity Title: Creating Online Material About Bullying and Cyberbullying Prevention – "Together Against Bullying"

Purpose: To develop participants' ability to create educational content that helps prevent bullying and cyberbullying, encouraging respect, empathy, and solidarity among young people.

Recommended age of participants: 12–18 years

Space requirement: Closed space with internet connection and equipment for content creation

Time frame: 2 hours

Equipment:

- Laptop and internet
- Smartphones (optional)
- Flipchart or board
- Markers
- Design platforms (Canva, Crello, etc.)

Theoretical

notions:

Bullying and cyberbullying can seriously affect the mental health and emotional development of young people.

Prevention strategies include:

- *Promoting respect, inclusion, and empathy*
- *Encouraging bystanders to intervene responsibly*
- *Reporting and addressing harassment behaviors*
- *Creating a positive online and offline environment*

Educational messages must be clear, motivating, and easy to share among peers.

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Description of the activity:

Stage 1: Quick Brainstorming – "What Is Bullying?" (10 min)

The facilitator asks:

- "How would you define bullying?"
- "What is the difference between a joke and harassment?"

Answers are collected on the flipchart and categorized.

Stage 2: Analysis of Prevention Campaigns (15 min)

The facilitator shows 2–3 examples of anti-bullying campaigns. Discussion:

- What message is most powerful?
- What makes you remember it?
- How could you adapt it to your school or community?

Stage 3: Creation Workshop – Together for Respect (75 min)

Participants work individually or in pairs.

Task: Create an educational material (poster, video, short post) that

- Defines bullying or cyberbullying
- Encourages respect and intervention
- Shows that solidarity makes a difference

Steps:

- Choose a short and impactful slogan (e.g., "Your Words Matter," "Kindness Is Courage," "Online or Offline – Respect Always")
- Create a visual or text-based material
- Prepare a short explanation of the message's goal

Stage 4: Presentation and Feedback (20 min)

Participants present their creations. The group offers positive and constructive feedback:

- Strong points
- How it resonates with young people
- Ways to strengthen the message

Conclusion: *"Every word and every action matters. Together, we can stop bullying and create a safer world."*

Final Evaluation – Complete Version

I. Knowledge Test (short questionnaire – multiple choice and short answers)

14 questions (2 for each topic):

Topic

Example questions

Children's Rights

1. Name two fundamental rights of the child.
2. Why is it important to respect children's rights regardless of origin?

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Topic

Example questions

Cyberbullying

3. Give a concrete example of cyberbullying.
4. How can you react if you witness cyberbullying?

Critical Thinking and Abuse

5. Name two early signs of abuse.
6. Why is it important to think critically before trusting an offer?
7. What are two warning signs that an offer might involve human trafficking?

Human Trafficking

8. What would you do if someone asked you to keep a suspicious offer secret?

Drug Trafficking

9. What are two risks associated with drug use or trafficking?
10. How can you safely refuse a drug offer?

Bullying

11. What is bullying? Give an example of verbal bullying.
12. How can you help a classmate who is a bullying victim?

Promoting a Life Without Violence

13. Write a slogan promoting respect among young people.
14. Name two positive behaviors that contribute to a life without violence.

II. Practical Final Activity

Choose one of the following tasks:

- Create a digital poster on one of the topics: prevention of bullying, cyberbullying, human trafficking, or drug use.
- Write a short campaign text (150–200 words) about promoting respect or personal safety.
- Create a mini-video or an audio podcast (maximum 2 minutes) about how we can support a life without violence.

Evaluation criteria:

- Clarity and relevance of the message
- Creativity of the approach
- Emotional impact and mobilization power

III. Personal Reflection

Complete a worksheet with short questions:

Question

1. What is the most valuable thing I learned in this program?
2. In what real-life situation would I apply the knowledge gained?
3. How can I help my peers avoid dangers?
4. What personal skills have I developed?

Purpose

Reflecting on progress
Practical application
Building community spirit
Self-awareness

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Question

5. What commitment do I make to promote respect and safety? *Personal responsibility*

Purpose

SUMMARY:

Section	Type of evaluation	Details
Knowledge Test	Multiple choice and short answers	14 questions, covering all topics
Practical Final Activity	Poster / Text / Video	Chosen topic
Personal Reflection	5 questions	Self-evaluation and commitment

Final Evaluation Sheet

Final **Evaluation** – **Curriculum:**
Children's Rights, Cyberbullying, Critical Thinking and Prevention, Human Trafficking, Drug Trafficking, Bullying, Promoting a Life Without Violence

Participant Name:

Part I – Knowledge Test

Instructions: Answer each question clearly and concisely.

1. Name two fundamental rights of the child.
2. Why must children's rights be respected regardless of origin?
3. Give an example of cyberbullying.
4. How can you react if you witness cyberbullying online?
5. Name two early signs of possible abuse.
6. Why is critical thinking important when facing promises?
7. What are two warning signs of human trafficking?
8. What would you do if someone asked you to keep a shady offer secret?
9. What are two risks associated with drug use or trafficking?
10. How can you politely refuse a drug offer?
11. What is bullying? Give an example of verbal bullying.
12. How can you support a peer who is a bullying victim?
13. Write a slogan promoting respect among young people.
14. Name two behaviors that help build a life without violence.

Part II – Practical Activity

Choose one of the options:

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- Create a poster about the prevention of bullying, cyberbullying, human trafficking, or drug use.
- Write a campaign-type text (150–200 words) about promoting respect or personal safety.
- Create a mini-video or podcast about the importance of respectful and protective behavior.

Final Reflection Sheet – "My Thoughts After the Course"**Participant Name:**

Answer the following questions sincerely:

1. What is the most valuable thing I learned in this program?
.....
2. A real situation where I could apply the knowledge gained is...
.....
3. How can I support my peers in avoiding dangers?
.....
4. What personal skills have I developed throughout the program?
.....
5. What commitment do I make to promote respect and safety?
.....

Attachment

1.Module: Children's right

1.1. Creative Reflection – If I Were the Children's President...

CHILDREN'S RIGHTS

Activity 1.1: "Creative Reflection – If I Were the Children's President..."

Allocated time: 15–20 minutes

Exercise:

Imagine a world where every child has their own president who takes care of their needs and makes laws just for children. You are that president! What rules would you create so that all children feel safe, heard, and supported?

- ☐ Each group must come up with 3 "children's laws" they would impose if they ruled a land of childhood.
- ☐ They can write them on a sheet of paper or on post-it notes.
- ☐ Groups will present their "laws" one by one.
- ☐ Reflection...

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CHILDREN'S RIGHTS

Activity 1.2. Theoretical presentation: "What are children's rights?"

Allocated time: 15–20 minutes

Children's rights are a set of internationally recognized norms and principles that guarantee every child – meaning any person under the age of 18 – protection, support, and appropriate conditions for physical, emotional, intellectual, and social development. These rights are primarily established through the 1989 UN Convention on the Rights of the Child and are recognized by most countries around the world, including Romania. They are not "privileges" granted only under certain conditions, but fundamental rights that must always be respected, regardless of the child's background, religion, gender, language, health status, or family situation. Among these are the rights to life and development, education, protection against abuse, opinion and expression, medical care, and a safe and loving environment.

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Exercise:

1. Participants will watch a video: <https://youtu.be/26Rw8Blz2gE>

2. Each participant receives a worksheet divided into two columns:

Column 1: “Rights I know”

Column 2: “Rights I feel are respected in my life”

3. Participants fill out the worksheet individually in 5 minutes.

4. Then, they form pairs or small groups to discuss their observations.

5. Facilitated group discussion: *Which rights are most often respected? Which rights are missing in your life or your peers' lives?*

CHILDREN'S RIGHTS

Activity 1.3. Guided Debate: “Why is it important to know our rights?”

Allocated time: 20–25 minutes

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Exercise:

“What Right Do I Defend Today?”

Instructions:

Participants choose one child right that they find important today, in the real world.

On a post-it/card, they write:

- The chosen right
- A personal or social reason why it's important to be known/defended

The post-its are placed on a common board, panel, or flipchart titled “Rights That Empower Us.”

“Every known right becomes a weapon against injustice.”

CHILDREN’S RIGHTS

Activity 1.4. Interactive lesson: “The History of Children’s Rights – From Idea to Reality”

Allocated time: 20–25 minutes

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Chronological Order

- **1924 – Geneva Declaration (League of Nations):** the first international recognition of the need for special protection for children.
- **1959 – UN Declaration of the Rights of the Child:** expands the basic rights (education, health, protection).
- **1989 – UN Convention on the Rights of the Child:** legally binding document, signed by the majority of countries worldwide.
- **Romania** – ratification in 1990.
- **Hungary** – ratification in 1991

The 4 basic principles of the Convention:

- Non-discrimination
- The best interests of the child
- The right to life, survival, and development
- Respect for the child's opinion

Exercise:

“The Living Timeline”

Instructions:

1. Participants each receive a card with a year or an event related to the evolution of children's rights (e.g., 1924, the 1989 Convention, Romania's ratification, the 4 core principles, etc.).
2. Everyone must arrange themselves in chronological order to form a “living timeline.”
3. One by one, each person explains what their moment represents and why it is important.

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Activity 1.5. Interactive activity: “The 4 Guiding Stars of Children’s Rights”

Allocated time: 20–25 minutes

*The first of these principles is that of **non-discrimination**, which strongly affirms that all children, without exception, have the same rights, regardless of gender, race, religion, language, social origin, disability, legal status, or economic condition. This principle rejects any form of exclusion or differential treatment and reminds us that every child deserves to be seen with the same care and dignity — especially when they come from a vulnerable environment. Respecting this principle means not only avoiding discrimination but also taking active measures to support the most disadvantaged, so that equal opportunities become a reality.*

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A second fundamental principle is that of **the best interests of the child**.

According to the Convention, in any decision that affects a child—whether made by parents, authorities, teachers, or courts—what is best for that child must be the primary consideration. The best interests principle becomes a moral and legal compass, requiring that the child's well-being always take priority, beyond the interests of institutions or the adults involved. This principle emphasizes the responsibility of adults to listen, understand, and act in favor of the child's balanced development.

The third principle concerns **the child's right to life, survival, and development**. Beyond mere biological existence, this right entails ensuring living conditions that allow the child to fully develop—physically, mentally, emotionally, spiritually, and socially. The state has the obligation to protect the child's life from birth and to create a safe, healthy, and nurturing environment in which the child can grow harmoniously. Speaking about development means ensuring access to food, education, healthcare, affection, safety, and also the opportunity to discover and realize one's full potential.

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*Last but not least is the principle of **respecting the child's opinion**. This principle reminds us that a child is not just a passive recipient of decisions made about them, but an active subject with thoughts, feelings, and perspectives that deserve to be heard. Children have the right to freely express their views in all matters affecting them, and these views must be taken into account according to their age and maturity. Allowing children to express themselves doesn't mean they always get the final say, but it shows them that their voice matters, that they are part of society, and that their participation is valuable.*

Guided Discussion – Practical Application (3–5 min):

Questions:

- How are these principles applied in school?
- When did you feel that your voice was (or wasn't) heard?
- What does "the best interest of the child" mean in real life?

Exercise: "The Story of the 4 Principles" (10 min)

Participants are divided into 2 teams.

Each team receives a principle + a concrete situation (real or fictional).

They create a short story (2–3 minutes) that illustrates how that principle is applied.

At the end, the teams present their stories, and the class identifies the principle illustrated.

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CHILDREN'S RIGHTS

Activity 1.6. Interactive Exercise: "Children's Rights – The Color of Justice"

Allocated time: 20–25 minutes

1
AGE OF A CHILD
A child is any person under the age of 18.



2
NO DISCRIMINATION

All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.



3
BEST INTERESTS OF THE CHILD

When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.



4
MAKING RIGHTS REAL

Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this Convention.



5
FAMILY GUIDANCE AS CHILDREN DEVELOP

Governments should let families and communities guide their children so that, as they grow up, they learn to use their rights in the best way. The more children grow, the less guidance they will need.



6
LIFE, SURVIVAL AND DEVELOPMENT

Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.



7
NAME AND NATIONALITY

Children must be registered when they are born and given a name which is officially recognized by the government. Children must have a nationality (belong to a country). Whenever possible, children should know their parents and be looked after by them.



8
IDENTITY

Children have the right to their own identity – an official record of who they are which includes their name, nationality and family relations. No one should take this away from them, but if this happens, governments must help children to quickly get their identity back.



9
KEEPING FAMILIES TOGETHER

Children should not be separated from their parents unless they are not being properly looked after – for example, if a parent hurts or does not take care of a child. Children whose parents don't live together should stay in contact with both parents unless this might harm the child.



10
CONTACT WITH PARENTS ACROSS COUNTRIES

If a child lives in a different country than their parents, governments must let the child and parents travel so that they can stay in contact and be together.



11
PROTECTION FROM KIDNAPPING

Governments must stop children being taken out of the country when this is against the law – for example, being kidnapped by someone or held abroad by a parent when the other parent does not agree.

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12 RESPECT FOR CHILDREN'S VIEWS Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.	13 SHARING THOUGHTS FREELY Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.	14 FREEDOM OF THOUGHT AND RELIGION Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.
15 SETTING UP OR JOINING GROUPS Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people.	16 PROTECTION OF PRIVACY Every child has the right to privacy. The law must protect children's privacy, family, home, communications and reputation (or good name) from any attack.	17 ACCESS TO INFORMATION Children have the right to get information from the Internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.
18 RESPONSIBILITY OF PARENTS Parents are the main people responsible for bringing up a child. When the child does not have any parents, another adult will have this responsibility and they are called a "guardian". Parents and guardians should always consider what is best for that child. Governments should help them. Where a child has both parents, both of them should be responsible for bringing up the child.	19 PROTECTION FROM VIOLENCE Governments must protect children from violence, abuse and being neglected by anyone who looks after them.	20 CHILDREN WITHOUT FAMILIES Every child who cannot be looked after by their own family has the right to be looked after properly by people who respect the child's religion, culture, language and other aspects of their life.
21 CHILDREN WHO ARE ADOPTED When children are adopted, the most important thing is to do what is best for them. If a child cannot be properly looked after in their own country – for example by living with another family – then they might be adopted in another country.		
22 REFUGEE CHILDREN Children who move from their home country to another country as refugees (because it was not safe for them to stay there) should get help and protection and have the same rights as children born in that country.	23 CHILDREN WITH DISABILITIES Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.	24 HEALTH, WATER, FOOD, ENVIRONMENT Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.
25 REVIEW OF A CHILD'S PLACEMENT Every child who has been placed somewhere away from home – for their care, protection or health – should have their situation checked regularly to see if everything is going well and if this is still the best place for the child to be.	26 SOCIAL AND ECONOMIC HELP Governments should provide money or other support to help children from poor families.	27 FOOD, CLOTHING, A SAFE HOME Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The government should help families and children who cannot afford this.
28 ACCESS TO EDUCATION Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.	29 TIME OF EDUCATION Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.	
30 MINORITY CULTURE, LANGUAGE AND RELIGION Children have the right to use their own language, culture and religion – even if these are not shared by most people in the country where they live.	31 REST, PLAY, CULTURE, ARTS Every child has the right to rest, relax, play and to take part in cultural and creative activities.	32 PROTECTION FROM HARMFUL WORK Children have the right to be protected from doing work that is dangerous or bad for their education, health or development. If children work, they have the right to be safe and paid fairly.

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33 Governments must protect children from taking, making, carrying or selling harmful drugs.	34 The government should protect children from sexual exploitation (being taken advantage of) and sexual abuse, including by people forcing children to have sex for money, or making sexual pictures or films of them.	35 Governments must make sure that children are not kidnapped or sold, or taken to other countries or places to be exploited (taken advantage of).
36 Children have the right to be protected from all other kinds of exploitation (being taken advantage of), even if these are not specifically mentioned in this Convention.	37 Children who are accused of breaking the law should not be killed, tortured, treated cruelly, put in prison forever, or put in prison with adults. Prison should always be the last choice and only for the shortest possible time. Children in prison should have legal help and be able to stay in contact with their family.	
38 Children have the right to be protected during war. No child under 15 can join the army or take part in war.	39 Children have the right to get help if they have been hurt, neglected, treated badly or affected by war, so they can get back their health and dignity.	40 Children accused of breaking the law have the right to legal help and fair treatment. There should be lots of solutions to help these children become good members of their communities. Prison should only be the last choice.
41 If the laws of a country protect children's rights better than this Convention, then those laws should be used.	42 Governments should actively tell children and adults about this Convention so that everyone knows about children's rights.	43-54 These articles explain how governments, the United Nations – including the Committee on the Rights of Child and UNICEF – and other organisations work to make sure all children enjoy all their rights.

. Practical Activity – “My Right Has a Color!” (15–20 min):

Participants randomly draw 1–2 slips of paper, each with a child's right written on it. Then, they must stick/place/associate it with one of the following categories:

- Education
- Health
- Protection
- Expression and Opinion
- Identity & Family

They may work individually or in small teams, and each choice is followed by a short justification:

“I placed the right to access information under expression because...”

Reflection Discussion (5 min):

- Did you discover any rights you didn't know about?
- Was it difficult to choose a category? Why?
- Do some rights fit into multiple categories?

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CHILDREN'S RIGHTS

Activity 1.7: The Role of Young People in Promoting Children's Rights

*Allocated Time: 15–20 minutes***Exercise:**

Each group discusses ways they could take action to promote children's rights in the given scenario. Participants write down their ideas on a flipchart or a large sheet of paper.

Scenario 1:

You are an active young person in a civic-social project. What actions would you take to promote children's rights in your community?

Scenario 2:

You are part of a student council. How can you support the respect of children's rights in school, especially the right to express opinions and to a safe environment?

Scenario 3:

You are a social media influencer and have a community of young followers. How would you use online platforms to promote children's rights?

Scenario 4:

You are participating in a workshop with young people from several countries. How could you bring up the topic of respecting children's rights, and how would you get involved in international projects on this issue?

Scenario 5:

You've noticed that a classmate is being marginalized or discriminated against. How could you take action to defend their rights and encourage respect and inclusion?

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CHILDREN'S RIGHTS

Activity 1.8: Defending Children's Rights and Taking Action When They Are Violated

*Allocated time: 25–30 minutes***Exercise**

Each group receives cards with various scenarios of children's rights being violated. Each group analyzes the scenarios and discusses what should be done in that situation, what the correct steps are, which institutions could be involved, and what actions they can take to help the child in question.

Scenario 1:

A classmate is constantly being bullied by other students, and the teachers do not step in to protect them.

What would you do in this situation?

Scenario 2:

A child in your community does not attend school because their family cannot afford school supplies, clothes, or transportation.

What solutions would you propose to support them?

Scenario 3:

A young girl is not allowed to express her opinion at home or at school because adults believe that "children should just listen."

How could you support her right to express herself?

Scenario 4:

A child is forced to work after school to help support their family, which affects their education and health.

How would you respond?

Scenario 5:

A classmate of Roma origin is being ignored or treated as inferior by other classmates and even some teachers.

How could you step in to support equality and respect?

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CHILDREN'S RIGHTS

Activity 1.9. The Rights Game

Allocated time: 30–40 minutes

Final Exercise:

Each team reads the case study and answers the three essential questions:

- What child's right is being violated?
- What solutions do you propose to solve the situation?
- How would you create an online awareness campaign about this case?

Teams must prepare a short presentation (3–4 minutes) to present their answers and propose a creative post idea: slogan, poster, video, meme, etc.

Team presentations (15–20 minutes):

Each team has 4 minutes to present their responses and creative ideas. Creativity is encouraged—participants may use drawings, mime, posters, or even songs if they wish.

Evaluation and scoring (5 minutes – optional):

A short discussion follows each presentation, and appropriate points are awarded.

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1.1. The rights game

THE RIGHTS GAME

Modes of Play:

In teams – Each team draws 1–2 slips of paper and presents a solution for the violated right and a campaign idea.

Competition – Points are awarded for creativity, accuracy, and collaboration..

Live campaign – Each team creates a post (written/drawn) as part of their campaign.

CASE STUDY #1

Alex, a 12-year-old boy, was abandoned at birth and raised in a foster care center. For years, his identification documents were not updated, and currently, he does not have a birth certificate or id card. Because of this, he cannot officially enroll in school and cannot access social assistance or proper medical services.

- 1. What child's right is being violated?
- 2. What solutions do you propose?
- 3. How would you create an online campaign about this situation?

CASE STUDY #2

Lara, a 7-year-old girl, lives with her parents after the divorce but is no longer allowed to see her paternal grandparents, to whom she was very attached, because of conflicts between the adults. The mother's family refuses any contact with the father's relatives.

- 1. What child's right is being violated?
- 2. What solutions do you propose?
- 3. How would you create an online campaign about this situation?

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CASE STUDY #3

Radu, 9 years old, was placed in the care of a foster parent because his mother is struggling with mental health issues and his father left the country. Although the mother has expressed her desire to see him, the institution refuses visits so as "not to disturb the child."

- 1. What child's right is being violated?
- 2. What solutions do you propose?
- 3. How would you create an online campaign about this situation?

CASE STUDY #4

Elena, 11 years old, lives in Romania with her mother, while her father lives in Germany. After the divorce, they did not establish a clear visitation schedule, and the mother does not allow frequent calls because she "doesn't want to disturb her." The father tries to maintain contact but is blocked on all channels.

- 1. What child's right is being violated?
- 2. What solutions do you propose?
- 3. How would you create an online campaign about this situation?

CASE STUDY #5

Andrei, a 13-year-old boy passionate about mathematics and robotics, attends a school in a marginalized neighborhood. Although he has excellent results, the teachers ignore him and don't send him to competitions, claiming that "he has nothing to show, he comes from the outskirts." Moreover, his classmates discriminate against him for his shabby clothes and the fact that he comes from a poor family.

- 1. What child's right is being violated?
- 2. What solutions do you propose?
- 3. How would you create an online campaign about this situation?

CASE STUDY #6

Bianca, 6 years old, suffers from severe asthma. She lives with her parents in an isolated village where there is no family doctor and no transportation to the city hospital. The medication she needs is not available in local pharmacies, and her parents cannot afford to buy it regularly.

- 1. What child's right is being violated?
- 2. What solutions do you propose?
- 3. How would you create an online campaign about this situation?

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CASE STUDY #7

Mihai, 14 years old, works every day after school in a car repair shop, where he performs heavy repair work without any protective equipment. His father says he must "learn a trade" and that there's no time for "wasting time with homework and nonsense." Due to fatigue, mihai falls asleep during classes and his academic performance is getting worse.

- 1. What child's right is being violated?
- 2. What solutions do you propose?
- 3. How would you create an online campaign about this situation?

CASE STUDY #8

Irina, 8 years old, lives in an improvised room in an abandoned building, without running water, heating, or electricity. Her family survives on child allowances and has no access to social support programs. Irina doesn't have season-appropriate clothes or school supplies, which isolates her at school.

- 1. What child's right is being violated?
- 2. What solutions do you propose?
- 3. How would you create an online campaign about this situation?

CASE STUDY #9

Robert, 11 years old, lives with his mother, who has a chronic illness and cannot work. The family has no stable income and, although they are entitled to social assistance, they haven't submitted the necessary paperwork because they don't know which documents are needed and have no internet access or transportation to the city. As a result, robert does not receive supplemental allowance or benefit from social packages or hot meals.

- 1. What child's right is being violated?
- 2. What solutions do you propose?
- 3. How would you create an online campaign about this situation?

CASE STUDY #10

David, 15 years old, has started using legal highs (ethnobotanicals) along with other teenagers in his neighborhood. There are no counseling centers in the area, and the school does not discuss the effects of substance use at all. His parents are overwhelmed and refuse to believe that their son has a problem.

- 1. What child's right is being violated?
- 2. What solutions do you propose?
- 3. How would you create an online campaign about this situation?

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CASE STUDY #11

Anca, a 12-year-old girl, is forced to beg by an uncle who constantly supervises her. Although she occasionally attends school, her absences and the traumas she has experienced increasingly isolate her. No one in the community reports the case, even though it is well known.

- 1. What child's right is being violated?
- 2. What solutions do you propose?
- 3. How would you create an online campaign about this situation?

CASE STUDY #12

Ioana, a 9-year-old girl with a mobility disability, cannot attend school because the building is not accessible and there is no support teacher available. Her parents have repeatedly requested help from local authorities, but no action has been taken.

- 1. What child's right is being violated?
- 2. What solutions do you propose?
- 3. How would you create an online campaign about this situation?

CASE STUDY #13

Larisa, a 13-year-old girl, was filmed crying during an emotional outburst at school. A classmate posted the video on social media, where it went viral. Afterwards, Larisa was mocked and marginalized by her peers. Her parents only found out after seeing the widely shared video online.

- 1. What child's right is being violated?
- 2. What solutions do you propose?
- 3. How would you create an online campaign about this situation?

CASE STUDY #14

Alex, age 12, wanted to express his opinion about a change in school rules (regarding mandatory uniforms), but was stopped by his homeroom teacher with the reply: "children have no say, we decide!" Later, his parents were summoned because Alex was said to have a "bad attitude."

- 1. What child's right is being violated?
- 2. What solutions do you propose?
- 3. How would you create an online campaign about this situation?

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CASE STUDY #15

Teodora, age 10, is about to be placed with a relative following her parents' divorce. Although she said she wants to live with her mother, the authorities did not officially consult her, believing she is "too young to decide."

- 1. What child's right is being violated?
- 2. What solutions do you propose?
- 3. How would you create an online campaign about this situation?

CASE STUDY #16

Daria, age 14, comes from a very strict religious family but feels she does not identify with the same faith. When she expressed her wish to participate in other religious activities, her parents categorically refused, saying she is "not old enough to make that kind of decision."

- 1. What child's right is being violated?
- 2. What solutions do you propose?
- 3. How would you create an online campaign about this situation?

CASE STUDY #17

A group of high school students, including Andrei (age 16), wanted to organize a peaceful meeting in the schoolyard to discuss issues related to their overloaded schedule and lack of breaks. The school administration prohibited the meeting and told them they were "not in a position to protest."

- 1. What child's right is being violated?
- 2. What solutions do you propose?
- 3. How would you create an online campaign about this situation?

CASE STUDY #18

Tibor, a boy of hungarian ethnicity, is scolded by the pe teacher for speaking hungarian with his friends during recess. He is told that "only romanian is spoken here." Out of fear, tibor begins to avoid communicating with his classmates.

- 1. What child's right is being violated?
- 2. What solutions do you propose?
- 3. How would you create an online campaign about this situation?

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CASE STUDY #19

Mihai, 9 years old, was punished by his teacher to stand for the entire class because "he wasn't paying attention." His classmates laughed at him, and mihai began refusing to go to school out of fear.

- 1. What child's right is being violated?
- 2. What solutions do you propose?
- 3. How would you create an online campaign about this situation?

CASE STUDY #20

Iulia, a 7th grade student, has homework every day for 4–5 hours, including during vacation. In addition, her parents enrolled her in two tutoring programs and foreign language courses. Although tired and sad, she doesn't have the courage to say it's too much.

- 1. What child's right is being violated?
- 2. What solutions do you propose?
- 3. How would you create an online campaign about this situation?

CASE STUDY #21

Robert, 11 years old, is frequently abused at home by his father, who believes that beating is "the best method of discipline." Although neighbors can hear and the boy often shows up at school with bruises, no one reports the situation.

- 1. What child's right is being violated?
- 2. What solutions do you propose?
- 3. How would you create an online campaign about this situation?

CASE STUDY #22

Daria, 6 years old, is left home alone every day from morning until evening while her parents are at work. She does not receive attention, regular meals, or emotional support. Many times, she falls asleep crying while waiting for them.

- 1. What child's right is being violated?
- 2. What solutions do you propose?
- 3. How would you create an online campaign about this situation?

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 CASE STUDY #23

Ioan, 13 years old, was abandoned in a hospital at birth and has grown up in residential care centers. He has never been integrated into a family or foster placement, even though a family expressed interest in adopting him two years ago.

-  1. What child's right is being violated?
-  2. What solutions do you propose?
-  3. How would you create an online campaign about this situation?

 CASE STUDY #24

Lavinia, 15 years old, is constantly insulted by a teacher. When she tried to report the situation, she was told: "there's nothing you can do, it's just your opinion." She didn't know who to turn to and felt powerless.

-  1. What child's right is being violated?
-  2. What solutions do you propose?
-  3. How would you create an online campaign about this situation?

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1.4. The red shoes

Once lived a poor, motherless orphan, who did not even had shoes. She collected cloth scraps, where ever she went and soon she sew a pair of red shoes for herself. They were a little bit cumbersome, but she loved them. When she looked at them, she felt like she was rich, even if she had to collect fire wood in the dark forest from dusk till dawn.

On one lovely day, when she was walking home in her rags and red shoes, a golden carriage stopped beside her. An old lady was sitting in it, who told her, that she will take her home and will take care of her, like she's her own child. So she went to the old lady's house, where she was bathed and her beautiful hair was brushed. She was given, clean, white underwear and was dressed in a fine wool dress, white stockings and sparkling black shoes. When she asked about her old clothes, especially her red shoes, the old lady told her, that they were so dirty and looked so ridiculous, that she threw them into the fire and everything burned to ashes.

The child got really sad, because no matter how much wealth and magnificence surrounded her, her biggest happiness was her shoes that she made herself. Now she always had to sit quite, she was not allowed to jump around, she was not allowed to speak, only when she was asked, but in her heart a little flame appeared and she began to yearn after her red shoes.

When the child reached the age when she could be confirmed on Holy Innocents ' Day, the old lady took her to an old, limping shoemaker, to make her new shoes for the holyday. There was an amazingly beautiful pair of red shoes, made from the fines leather, in the shoemaker's glass cabinet. It is not appropriate to enter the church in red shoes, but the child, led by her heart, choose the red shoes. The old lady had bad eyesight, so she did not noticed the color of the shoes, and payed for them. The old shoemaker winked at the child and packed the shoes.

The next day the people who gathered in the church, disapprovingly looked at the child's shoes. They sparkled like polished apples, like hearts, like crimson plums. Everyone shook their heads in indignation, even the holy paintings and sculptures on the walls looked at the shoes with dislike. Seeing this, the child loved the shoes even more. While the bishop was singing, the coir hummed and the organ rang, she could only think of her gorgeous red shoes.

In the afternoon the old lady learned about her step child's red shoes.

- Never wear these shoes, ever again! – said angrily. But next Sunday the child again wore the red shoes, instead of the black ones to the church.

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At the church door stood an old soldier, one of his arm was tied up. He wore a short coat, and had a ginger beard. He bowed and asked for permission, to clean the dust off from the child's shoes. The child lifted her foot up and the soldier knocked on the shoe's soles, while humming a little song, which made the child's sole itch.

- Don't forget to dance – the soldier winked with a smile.

The people once again looked sidewise at the red shoes. The child loved her shoes so much, which sparkled like crimson, like red raspberry, like pomegranate, that she could not pay attention to anything else, she barely paid any attention to the ongoing mass. She was so occupied with her shoes, she even forgot to sing.

When she walked out of the church with the old lady, the injured soldier shouted:

- What lovely dancing shoes you have!

And the little girl began to dance. But her legs could not stop and she danced through flower beds, she danced around the church and it seemed like she has lost control over herself. First she danced the Gavotte, then the csardas, and then she waltzed through the field.

The old lady's coachman jumped off from the coach-box and ran after the little girl, picked her up and took her back to the carriage, while the little girl's legs were still dancing. The old lady and the coachman tried to pull off the shoes. What a sight! Slipped aside hats, wobbling legs which finally calmed down.

At home the old lady put the shoes on a tall shelf and warned the girl not to touch them ever again.

She stared at the shoes and yearned after them. For her those shoes were the world's most beautiful objects.

As a turn of fate, not long after this, the old lady, got sick and as soon as the doctors left, the little girl sneaked in to the room, where the red shoes were. She stared at them for a long time, before she became tempted and put the shoes on, thinking that it will not do any harm. But as soon as her feet sensed the shoes, they began to dance.

The girl danced through the door, down the stairs. First she danced the Gavotte, then the csardas and then the waltz. The girl was overwhelmed with joy and she did not realize that there is something wrong until, she wanted to turn left, but the shoes pulled her to the right. When she wanted to twirl, the shoes did not let her. The shoes controlled the movements of the girl and not vice versa, and she danced across the road, through the muddy field, straight into the dark, misty forest.

There stood the soldier with ginger beard, leaning against a tree, bandages on his hand, short coat on his shoulder.

- I say! What an amazing pair of dancing shoes you have.

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Frightened, the child tried to take off the shoes, but the more she pulled the tighter the shoes got. She was hopping on one leg, while attempting to take off the shoe, but because the dancing would not stop, her attempts were unsuccessful. She just danced, danced, danced. Through mountain tops, down the valleys, in the rain, snow and sunshine. She danced at night, she danced at dawn and she danced at twilight. But it was unpleasant for her to dance, because she could not stop to rest.

She danced in to a church yard, where a terrifying spectre stood in her way and said to her:

- You will dance in your red shoes, until you become a ghost, until your skin start to flap on your bones, until nothing is left of you other than your dancing insides. Go! Dance through the villages, knock on every door three times and when people look outside and see you, will be terrified of ending up like you. Dance red shoes, dance!

The little girl begin to beg for merci, but before she could finish, the shoes took her away. She danced across thorny bushes, the stream, hedges and she did not stop until she reached her old home, which fell into mourning. The old lady died, who took her in. But she danced, danced and danced, because she had to. Tired and full of great fear in her hart, she danced into the forest where the executioner lived. His axe hanging on the wall begin to vibrate, when it sensed that the girl is near.

- Please! – she pleaded the executioner, when arriving at his door. – Please, cut off the shoes, free me from this terrible fate.

The executioner cut off the straps with his sharp axe. But the shoes did not fell off. The girl begin to cry, saying that her life is meaningless and asked the executioner to cut off her feet. And he cut them off. The red shoes continued their dancing, they danced across the woods, over the hills and disappeared. The girl became crippled and spent the rest of her life as a servant to others, but she never again longed after the red shoes.

1.6. Workshop presentation

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WORKPLACE MANAGEMENT BASIC

- summary -

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PREPARATIONS

• Preparation of group leaders

1. Defining goals

- Program preparation - not a rigid script, flexibility is important, more options listing

- Definition of temporal, spatial, and objective frameworks, rules, and principles

2. Compilation of a methodological package - aimed at stimulating participants' own experiences

3. Knowledge material - cognitive reinforcement based on experiences

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GROUP PROCESS

- ☞ A constantly changing dynamic system
- ☞ It is important to determine:
 - ☞ development processes assigned to each phase of the group,
 - ☞ it is necessary to assess the involvement, depth of self-knowledge,
 - ☞ the individual stages of group development and the expected needs of the group must be taken into account,
 - ☞ it must be determined how the initial state and development potential of each group member can correspond at the group level,
 - ☞ We need to plan what other existing or additional competencies the development process requires, and what other competencies our development will involve.

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SELECTING STRUCTURED INTERSHIPS

- ☞ It is important to consider:
 - ☞ Mechanism of action
- ☞ In all cases, the activity must be adapted to the group!
 - ☞ If you are planning an exercise in pairs or threes, what do you do if the group size is odd or not divisible by three?
 - ☞ Are the experiences during the session in line with the group's developmental stage?
 - ☞ Can the activity be implemented in the available space?
- ☞ Every meeting has a different structure, with different needs and dynamics.

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WORKSHOP EMPLOYMENT DISTRIBUTION PLAN:

- Introduction/Warm-up – this includes activities that serve to re-align with each other, such as the check-in circle, short movement warm-up exercises, and attunement exercises, the processing of which is also brief or may even be omitted.
Paired exercises can also play a role here.
- Active phase – a series of gradually deepening and then cooling down self-awareness and competence-expanding exercises, in which the deepest self-awareness and competence-developing session is found almost halfway through the session.
- Closing/Cooling Down – as a closing of the active phase, short, movement-based debriefings and an evaluation of the given occasion are performed.

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THE FIRST MEETING STATIONS

- Introduction
- Defining frameworks, norms, group rules - they provide security
 - It is important that group leaders also adhere to these!
- Basic rules: confidentiality; self-talk; mutual respect and acceptance; freedom of decision
- Useful rules: mobile phone use, accuracy, passing, right to ask questions
- Clarifying expectations and fears - e.g. sociometry practice

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SOME GAMES:

• Warm-up and attunement exercises: Warm-up and attunement exercises help the group get started and work effectively and in a good mood. Classically, these include tasks for getting to know each other by drawing names, memorizing names, and making business cards. • Interactive exercises: Their essence is the interaction between members, when two or more people exchange verbal or non-verbal messages with each other. Classically, these include drawing, association, and sensory-based games. • Self-awareness questionnaires: These include the so-called paper-and-pencil tests that participants evaluate themselves or each other. Self-awareness questionnaires are structured tests.

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• Aquarium exercises: Three or four people in the middle of the circle have to act out a situation, for example, they have to discuss a sensitive topic, they have to convince each other. The others sit around them and are not allowed to speak, they are only observers, they become active during the discussion at the end of the game. •

Group task solutions: This category includes problem-solving and group experience-based games, when cooperation and joint task solving become dominant. • Combined task solutions: These types of games mix individual and group work. Any type of task is suitable for discussing the lessons learned in a plenary session, drawing conclusions,

communicating our individual impressions and, through a presentation before the plenary session, for the participants to learn from each other. • Role-playing: Situation exercises, which are the basic task type of most groups, which allow emotional experience and experiential learning in a

risk-free situation while playing out situations and roles. • Closing exercises: The purpose of closing exercises is to raise awareness of the group's completion, its return home, and to intensify the experience of closure. Classically, the completion of sentences that have been started is common when the training ends with a circular question (e.g. How did I feel at the training? What did I learn about myself?), to which each participant then responds with a sentence.

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SPATIAL CONDITIONS

- ȳ group members can comfortably fit in a circle, and there is enough space to perform other movement exercises,
- ȳ bright, airy, noise-free,
- ȳ be soundproof and closed so that the processes taking place inside cannot be heard or seen,
- ȳ It is relatively easily accessible to everyone (including group members with limited mobility) and is not
- ȳ tied in any way to any living space of the group members.

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THANK YOU FOR YOUR ATTENTION!

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2.1. Feedback sheet



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