



Responding to peer Violence among children
in Schools and adjacent settings



Shifting Norms around Violence in Schools: A Guide for Trainers and Facilitators Working with Children and Young People

*Based on findings from a research study on social norms around
violence against children and young people in schools in South
Eastern Europe*

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**International Institute for Child Rights and Development
([IICRD](#))**

in the frame of the

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Welcome

Welcome to *Changing Norms around Violence in Schools: A Guide for Trainers and Facilitators Working with Children and Young People*.

Who is the Guide for?

This Guide is written for adults, including trainers, facilitators, teachers or school staff, who will be working with children and young people in schools and alternative education centres.

What is the purpose of the Guide?

With the help of this Guide, you will take children and young people on a journey to explore social and gender norms around violence against children in their school and community, and engage them in activities to build on positive norms to address harmful norms related to violence against children.

What age groups of children and young people is the Guide intended for?

All activities in the guide are applicable for children and young people aged 13 to 18.

What size of a group should you bring together?

Ideally, groups of children should be kept around 15. The maximum recommended size is 25, depending on COVID-19 safety requirements.

Who should be part of your team?

In order to take children and young people through a meaningful process, it is important to first assemble a team of supportive adults.

- Facilitators can plan to work in a team of two, sharing roles as lead Facilitator and lead Note-taker.
- Connect with the Principal, other teachers and school staff to inform them of the project, and gain their support in advance.
- Secure the support of a counsellor, psychologist, or others who can provide support to children and young people, should it be required, throughout the process.
- Be clear on your protection and safeguarding contact points (see Appendix 2).



What is the structure of the Guide?

This Guide is divided into four learning Modules. Each Module has a Tip Sheet that explains key concepts and ideas around social norms. We recommend that you spend some time familiarizing yourself with these concepts as well as teaching these to the children and young people in your group. The Activities that follow each Tip Sheet will engage young people in art and play-based work. By following the Guide, you will lead children and young people through a process of identifying social and gender norms around violence against children in their school and community. You will explore together what it means to feel safe, and create activities or projects that they can implement to address a norm they want to work towards shifting.

To walk children and young people through the Guide, you will need to spend:

- 7.5-10 hours teaching core content provided in 5 Tip Sheets. These include core concepts and reflective activities and are interspersed throughout the Guide.
- 15.5 hours conducting the Activities with Children and young people, this includes 12 activities.
- Additional time supporting young people to implement their Safe School Plan strategies or projects.

Important Words in this Guide

(Adapted from Currie et al., 2021)

Children and Young People. What do we mean when we talk about children and young people?

There are different definitions for a child and a young person, but we chose commonly used definitions that say that a child is anyone 18 years or younger (UNCRC, 1989) and a young person or youth is anyone between the ages of 15-24 (UNDSEA, n.d.).

United Nations Convention on the Rights of the Child (UNCRC). What is the UNCRC and what are children's rights?

Every child around the world has rights. Rights put into words things that you should have or be able to do, so that you can live a healthy, full life and reach your full potential. Children's rights are set out in the United Nations Convention on the Rights



of the Child, an internationally recognized document that lays the foundation for children's rights in almost every country around the world. Many of the concepts and terms used in this document were drawn from the rights enshrined in the UNCRC, including the rights to protection and participation.

Child Protection. What is Child Protection?

All children have the right to be protected from violence, abuse and neglect (UNCRC, 1989). This means that **adults are responsible for keeping children and young people safe from harm**. Children also have a responsibility to recognise the rights of other children and this includes not intentionally causing them harm or being violent to them.

Violence Against Children. What does violence against children mean?

Violence against children occurs in many forms. When thinking about some of the common forms, the UNCRC (Article 19) says it includes "all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse".

Social Norms. What are social norms?

Social norms refer to a person's beliefs or expectations about what others typically do in situation X, and what actions other people approve and disapprove of in situation X (Cialdini et al., 1991).

Gender Norms. What are gender norms?

Gender norms refer to a person's beliefs or expectations about what others typically do in a given situation, what is approved or disapproved of, as it relates to gender. Gender norms are often used to explore and address gender inequality.

Reference groups. What are reference groups?

Reference groups are the people whose judgments people care about and follow (CARE, 2017). Reference groups have the most influence on people.



Sanctions. What are sanctions?

Sanctions are what happen or what people believe will happen if they do not follow a social norm.

The Research Study on Social Norms and Violence Against Children in Schools in South Eastern Europe

(Adapted from Manion, et al., 2021)

Why did we want to find out more about social norms related to VAC in schools in SE Europe?

In South Eastern Europe, many children and young people experience violence in their schools, homes, and communities. A recent study in partnership with the Child Protection Hub, Terre des hommes, and the International Institute for Child Rights and Development (IICRD) investigated the prevalence of violence experienced by children and young people in this region. The study was conducted in Albania, Bosnia-Herzegovina, Bulgaria, Croatia, Kosovo, Moldova, Romania, and Serbia. It focuses on the social and gender norms that impact school-related and gender-based violence (SRGBV), as well as the role of children and young people in challenging these norms.

What did we learn?

The findings of the study revealed that physical, emotional, and psychological violence against children is pervasive in South Eastern Europe. Because of public health measures put in place in response to COVID-19, participants also reported increased incidence of domestic violence, online harassment, and cyberbullying. Psychological violence and bullying were the most common forms of violence shared by participants.

The study revealed that gender plays a role in how violence against children is perceived, experienced, and redressed. In South Eastern Europe, gender norms (e.g., “boys will be boys” or “respectable girls aren’t violent”) shape the behaviour and expectations of children and young people. These gender norms are entrenched in traditional and patriarchal norms.

Participants also discussed the role of peers, parents and carers, teachers, media, and the community in shaping and upholding social norms. The study revealed a high level of



tolerance and acceptance of violence against children and young people in South Eastern Europe, as well as racist and discriminatory social norms.

Participants reported that children and young people who are impacted by violence are seen as different or “weak”. Specific groups of young people and children seen as different in a physical or socio-economic sense (e.g., refugees, people with disabilities, and girls) were reported as more likely to be excluded and targeted by peers and adults.

Using participatory research methods, the study makes explicit the gender and social norms that shape the landscape of violence against children and young people in South Eastern Europe. As well, the study brings attention to the importance of collaborating with children and young people to better address the hardships they face.

Country Summaries: Bulgaria, Croatia, Romania, Serbia

Bulgaria

School violence is a serious problem in Bulgaria. Among the 43 countries surveyed by UNICEF that are affected by school violence, Bulgaria ranks among the top ten. Child participants reported that physical and emotional violence are part of their everyday life at school. Further, certain gender and social norms prevent children from recognizing certain types of violent behavior and approaching adults for help. Adult focus groups revealed that parents and school staff are not adequately prepared to respond to incidents of violence in schools. In general, the study suggests that more must be done in Bulgaria to recognise and address the systemic problems that affect relationships of violence at school.

Croatia

Like in Bulgaria, school violence is part of the everyday lives of children and young people in Croatia. Young participants reported that school staff tends to “turn their heads away” from violence. Many adult participants reported a lack of support and knowledge on the subject of school violence, often feeling helpless. As a result, the mental health of children and young people in Croatia is perceived to be declining. Key recommendations that emerged from the study include increased support for community-based intervention, increased participation of children and young people, and broader implementation of evidence-based prevention programs.



Romania

In Romania, girls are more likely to experience sexual violence, whereas boys tend to be more prone to physical violence. Violence against children and young people in Romania is normalised, with many adults considering the problem a “human phenomenon” and “unavoidable”. Ethnic and gender discrimination is a significant feature of SRGBV in Romania, in particular discrimination against Roma children. Participants felt empowered by participatory research projects, suggesting that children and young people should be included in the process of creating community-based programs to eliminate violence in schools.

Serbia

Children and young people in Serbia perceive psychological violence as the most pervasive and destructive type of violence experienced in school. However, schools tend not to be responsive to cases of psychological violence. Participants did not feel that they are empowered to create change, a problem that is upheld by Serbian social norms that discourage children from reporting instances of violence. The study calls for increased government participation in the development of local child protection policies and comprehensive education programs for families and school staff.

For more information, please read the full Country Reports or Regional Report:

<https://childhub.org/en/child-protection-online-library/regional-research-violence-against-children-schools-south-eastern-europe>

Adapting Tools for COVID-19 Context

(adapted from Currie, et al., 2020)

COVID-19 presents new challenges for engaging children in participatory programs. It is important that our tools for engagement are actionable and center the voices of children and young people. However, participatory tools must also be **safe, inclusive, sensitive to pre-existing risks and vulnerabilities, and adequately adapted to fit within the restrictions and guidelines laid out by public health authorities.**

In general, in-person meetings with children during COVID-19 must follow local policy recommendations. When it is not safe to gather in-person, new strategies must be created with an acknowledgement that all children do not have equal access to



technology. Such strategies might involve modems, radio, community bulletin boards, or communication through essential workers and community/peer networks. As well, facilitators should consider what pre-existing risks and vulnerabilities have been exacerbated by COVID-19, such as mental health and sexual violence. Consideration must also be given to children that are part of marginalized groups (e.g., children with disabilities, in rural areas) that risk being left out of the participatory process.

If you cannot bring a group of young people together safely while physically distancing, all of the activities described in the following sections can be facilitated using different virtual platforms. When online software is involved, the facilitator can work with a co-facilitator who understands the technology involved and works to resolve issues that might arise. However, when working with young people that might not have access to a smartphone or a computer with internet, other methods for engagement must be explored.

A Summary of Methods for Facilitating Activities in a COVID-19 Context:

- **Video-conferencing:** If children are informed in advance what materials they will need, group video calls on platforms such as Zoom can serve as a safe venue to host group activities and discussions.
 - Break-out rooms can be used in place of small group work, provided you have enough facilitators to monitor and support break-out rooms.
 - Explore using an online whiteboard extension for activities involving drawings, maps, and brainstorming.
 - Create a virtual circle to recreate a physical space in a virtual meet-up and to foster and give rhythm to participation. Share a document with all participants on your shared screen that has an image of a circle with each participant's name on it to see who each person is "sitting" next to.¹ Facilitate opening circles or other circle based activities using the visual.
- **Smartphone via a secure social media platform:** Send children a text with the instructions to the activity. Ask them to prepare a collage on their own time and send a photo of it to a group chat e.g., WhatsApp. As a facilitator of the chat, ask children to post their thoughts and ideas about their work. Ask probing questions and encourage children to formulate a clear vision for a project together. Send children a text congratulating them on their successes. If using WhatsApp for communicating with children, ensure that you are following safety protocols.

¹ Equitas



- **At home without internet:** Co-create activity overview packs that can be mailed to/dropped off safely at young people's homes (with postage for them to send back or a convenient drop-off location). If young people have access to phones, you can lead a discussion over the phone with your participants about their engagement with the activity materials.

For more information please see the **Moving Towards Children as Partners in Child Protection in COVID-19 Guide**: <http://www.cpcnetwork.org/resource/moving-towards-children-as-partners-in-child-protection-in-covid-19-guide-from-participation-to-partnerships/>

Tips for Facilitating and Meaningfully Engaging Young People

(Adapted from Currie, et al., 2019)

Supporting the meaningful participation of young people is as much about the process as the end result. Here are some tips on how to build relationships and work with children and young people in a manner that encourages their growth and empowerment:

To be a good facilitator, you need to:

Build Relationships

- **Use a positive approach:** Stay positive and energetic.
- **Be a role model:** Act in positive ways. Share healthy values that young people can learn from. Guide young people, but do not direct them or assert your opinion.
- **Build relationships:** Help young people feel valued and respected. Create spaces of trust by using fun and engaging energizers. Be sensitive and sincere.
- **Be patient and flexible:** Things don't always go as planned!
- **Be prepared with back up ideas and activities:** "Plans mean nothing, planning is everything". Be ready for things not to go as perfectly as you planned. If an activity goes off track, gently try to bring it back – don't forget your sense of humour and that it is important to listen to what the young people are telling you!



Listen and Speak with Young People

- **Actively Listen:** Take time and listen carefully to young people and their stories. Make sure you are fully listening and not just waiting to speak. Listen as much to what young people say, as to what they do not say. There is much information in their silence and body language.
- **Treat young people with respect:** Sit with young people while they are doing activities, ask questions and learn how they see things, and what roles they play in their families/communities.
- **Pay attention to body language:** Watch body language (e.g., fidgeting, being noisy or aggressive or being very shy or quiet). Look for clues about how young people are feeling during activities.
- **Reflect on your own attitudes:** We all have ideas of how things are and why they are like that based on our own life experiences and culture. Remember that your own experience will affect your understanding of others' stories.

Ask Good Questions

- **Ask open-ended questions:** Open-ended questions do not have 'yes' or 'no' answers. An example of a close-ended question is *'Do girls experience bullying more than boys?'* An open-ended question would be *'How does girls' experience of bullying differ from boys?'*
- **Avoid leading questions:** Leading questions contain the answer in the question, and do not give young people a choice in their answer. An example of a leading question would be *'When you have free time, is chatting online with your friends more important than playing outside?'* A non-leading question would be, *'What type of activities (both on and offline) do you like to do in your spare time?'*
- **Reinforce that there is no right or wrong answer:** Encourage young people to express their opinions and feelings freely without judgment.
- **Use Probing:** Probing is when you gently ask questions to learn more detail based upon your first question. This is useful when you want to find out more about what a participant is thinking. Helpful probes are *'Can you tell me more about that?'* *'Why do you feel that is?'* *'You mentioned you love storytelling, what about storytelling that you love?'*
- **Use Prompts:** Prompts are expressions or words that encourage a participant in their story. Sounds such as 'uh huh' show that you are interested and actively listening and encourage a participant to keep going. Make sure not to use



words/phrases, such as, ‘right’, ‘perfect’, ‘well done’, or ‘that’s an awful idea’, that suggest you have an opinion about their answer. Your role is to facilitate a process for them to **share without your judgement**. Find the common prompts in the community/culture you will be working in.

- **Use Repetition:** By repeating a participant’s last word or phrase you can reinforce that you are listening and encourage them to say more.
- **Avoid Editing and Expressing Opinion:** Avoid adding comments or questions that show your thoughts or opinions on the subject.
- **Ask basic questions:** Basic questions can help you explore a subject more deeply. They help you put aside any ideas or judgments of your own and learn from the young people. In this sense you are seeing the participant as the ‘expert’ in the subject. For example, *What do you think about that? How does that make you feel? Would you like to say more about that?*

Supporting Diverse Behaviours

- **Be patient:** Show patience and empathy with young people.
- **Show respect:** Show respect for young people’s perspectives, even if you disagree.
- **Provide young people with special opportunities:** If a young person is restless, or acting out, give them a special job such as writing on the flipchart, so that they feel recognized and valued.
- **Explore their concerns:** Give room for young people to voice their concerns, including about the project, as you could gain valuable information.
- **If a participant is resistant or unresponsive:** Allow them to sit in their own space and reflect. Create a comfortable space for them to feel that they can join the activity anytime. If it feels comfortable, ask them a couple questions about their lives or another topic to help them relax, then return to the activity.
- If you find yourself in a very challenging situation, remember that **you can connect with your co-facilitator and the REVIS team and Associate in your country. Please ensure everyone has specific contact details.**

Support the Group

- **Engage young people of all ages:** Depending on the age-range in your group, you may need to make little changes to activities so that they meet everyone’s



needs. For example, you may use different words and ideas to explain something to a 13 year old than to an 18 year old. Be sure you are engaging everyone.

- **Be inclusive:** Find ways to adjust your facilitation so that all young people present can participate. Pay specific attention to young people with diverse physical or mental abilities. Never force someone to participate. Inclusivity starts by making sure the space is accessible for everyone, and everyone can participate in the activities.
- **Hold people responsible:** Do not be afraid to hold people accountable (responsible) for their behaviour. Set shared ground rules in a Norm Agreement in Activity 1 that you can all commit to and refer back to. Be firm but respectful and create an opportunity outside the group to talk through any issues.
- **Privacy is important:** Make it clear that you believe young people's privacy is extremely important. The insights shared through all activities will be confidential, young people's names will not be shared with anyone outside the group. It is important that the group of young people respect one another's privacy and not share what they have heard with others outside of the group. Tell young people that although most things are confidential, if they tell you something or you suspect something is happening to them that puts them at risk, then you will work with them to find someone who can provide support.
- **Encourage critical thinking:** This is an opportunity for young people to think differently about their lives, raise questions and explore possibilities in a non-threatening way.
- **Be comfortable with being uncomfortable:** Change can often include feelings of discomfort and confusion. Recognize and pause during these moments.
- **Learn from mistakes:** We all make mistakes. Try to think of mistakes as opportunities to learn. You can be honest with young people in your group when you make mistakes, as a way to role-model how we learn from what doesn't go well.
- **Be aware of power dynamics:** Be aware that by age, position, class, culture, religion, gender, sexual orientation, ability, ethnicity, race, or other factors you may be in a position of power, and this can impact how young people respond.
- **Identify external support:** Work with your co-facilitator to identify who the support people are (e.g., counsellors, health workers) for young people who may need help working through issues in more depth. Be honest and clear about the support you can and cannot provide to young people and make them aware of other support people who can be of help.



Planning and Preparation for Activities with Young People

(Adapted from International Institute for Child Rights and Development & Films for All, 2020)

As a Facilitator working with young people, you have an important role. Here are some handy tips to support you to feel comfortable and confident to plan, lead, and follow-up on activities.

Please note that the following apply for all Activities:

Facilitators: It is recommended that you work in a team of 2, 1 Facilitator and 1 Notetaker, and you can rotate these responsibilities.

Ages of Children and Young People: The Guide is designed for working with children aged 13-18.

Gender: Activities are appropriate for children of all genders. In some activities it may make young people more comfortable to have groups split by gender.

Disability: Use diverse ways to include different abilities. For example, for those who are visually impaired or who have upper body mobility challenges, provide textual materials they can paint or draw with, or invite them to pair with a buddy (at a safe distance) to share their ideas.

Participants: Activities are designed for a group of 10 to 25 children (depending on COVID-19 safety requirements).

Before Your Activities: Plan and Prepare

1. **Your team:** Talk with your co-facilitator about the young people who have been invited to be part of your group.
2. **Select a time, date, and location** for your activity with your co-facilitator that meets the needs of the young people you are inviting. This may be in-person or online.
3. **Develop a Schedule:** Using the activities in this Guide and any other pieces you want to add in to develop your schedule. Include the time that the activity will start



and finish. You may want to set a regular meeting time, so it's easy for everyone to remember.

4. **Meet with your Co-facilitator:** Review the activity, discuss roles and responsibilities, decide on games or other energizers to keep up the energy, and ensure you have supplies.
5. **Prepare your venue:** Make the room/space feel fun, safe, quiet, and supportive, ensuring you are meeting COVID-19 safety guidelines (see below). You may want to put up a welcome sign, print pictures out of your school, or add in other pieces that support your peers to feel welcome. Talk with your co-facilitator to see if it is possible to have refreshments if your activity will be more than a couple of hours. This respects the time of young people and supports community building.
 - a. **Child Friendly Safety Tips during COVID-19:**
 - i. Provide hand sanitizer and/or hand washing station. Instruct children to wash hands as they enter and regularly throughout the session (before a snack, before holding toys, pens/pencils, or other stationary), etc.
 - ii. Ask children to stay 6 feet apart (adhere to local guidelines for distance) from each other during activities. Where possible, use masking tape to mark spots for children to sit 6 feet from one another.
 - iii. Adults please wear masks. Follow local guidelines for mask-wearing of children.
 - iv. If providing snacks and drinks, make sure these are individually wrapped for each child (not shareable food) and that you hand out the snacks, after washing and sanitizing your hands, in a safe way 6 feet apart.
 - v. If you are feeling sick, please stay home! You can share your ideas at a later time.
6. **Make a Checklist:** Make a checklist of the materials you will need to bring and the things you will need to do before the activity. Talk with your co-facilitator who is responsible for gathering materials beforehand.
7. **Identify a support person for the young people:** Discuss with your co-facilitator, principal or other key ally in the school who will be available to support members of the group, should anyone need extra emotional support. This person may be a counsellor or psychosocial support person at a school or a staff member at a centre, but they must not be directly involved in facilitating the activity. Have the contact information available for this person and display it during every activity.



8. **Mentally prepare yourself:** Be emotionally present and available to engage with young people and listen well.

During Activities

1. **Arrive early:** Arrive before the young people so that you can organize the space and complete any last minute details.
2. **Welcome everyone:** Thank everyone for coming. Introduce yourself and explain that you are there to work with children and young people on a project that will support them to address violence against children and young people in their school and community. Explain the specific activity you will be facilitating on that day.
3. **Facilitate Introductions:** If young people are meeting as a group for the first time, take time for introductions. You can use any fun creative way to support introductions.
4. **Establish a Norm Agreement:** Work with young people to develop their own agreement, to set guidelines for how everyone wants to work together. You may need to prompt and guide with additional ideas. Be sure to write it down where everyone can see it and ask everyone to sign it. (See Activity 1 for more details.)
5. **Be aware of the mood in the room/space:** Discussing challenges or becoming more aware of challenges young people are facing in their daily lives can be depressing and overwhelming. You may need to remind young people to think about good things with the people they love in their school and community and/or stop to play a game to unwind.
6. **Diversity and creativity are welcome here:** Support and respect differences in the room and create a safe space for everyone to share. Reflect on any barriers that may impact people based on gender, age, ability, diversity and other power factors. Seek to remove barriers to make the space accessible for all participants.
7. **Discuss next steps:** Always be ready to share the next steps in the Guide and answer any questions young people might have.



Working with Young People on Sensitive Subjects

(Adapted from International Institute for Child Rights and Development & Films for All, 2020)

This project explores social and gender norms around violence against young people, and engages young people in addressing harmful norms and building on positive norms. We never want young people to feel that we are asking direct questions about their lives, or asking them to share something they are not comfortable with.

- Ask questions that use pretend situations and explore young peoples' understanding of common experiences in their schools or communities. For example, *what kind of behaviour online makes young people you know feel comfortable and what makes them feel uncomfortable?* Note, that we do not use "you" or "your friends" but rather, keep it general and therefore safe.
- Watch young people's non-verbal cues and stop the discussion if a participant becomes upset.
- Sit with someone who is upset and listen attentively and with compassion.
- Work with your co-facilitator to follow up with a young person who shows signs of distress during an activity.
- Remember to connect young people to the additional support people, such as counsellors or psychosocial support workers. You may want to put the support workers' names on a flip chart paper (or in the chat box of your online meeting platform) in case young people want to self-refer, or you may need to contact this person yourself and help connect them with a young person.
- Talk with your co-facilitator to make sure you have read and understand Terre des hommes *Child Safeguarding Policy* and your responsibilities for keeping young people safe. (Please see Appendix 2).



Modules

Module 1: Exploring Social and Gender Norms in School

What's included in Module 1: Exploring Social and Gender Norms in School
Tip Sheet 1.1: Exploring Social and Gender Norms
Activity 1: Setting a Norm Agreement Together
Tip Sheet 1.2: Identifying and Disrupting Harmful Social and Gender Norms
Activity 2: Agree or Disagree: Exploring Norms around Violence Against Children
Activity 3: Body Mapping: Exploring Positive and Harmful Norms
Activity 4: Gender Boxes

Tip Sheet 1.1: Exploring Social and Gender Norms

Time: 1.5-2 hours

What are social norms?

Social norms are *rules* of action shared by people in a group, they define what is normal or acceptable behaviour for members of the group (Cislaghi & Heise, 2019).

“Norms shape our attitudes, impact our behavior and define who we are—for better or worse” (Klinka & Likenbach, 2019, 1)

We live within social structures which we shape and are shaped by us. The social and gender norms that influence behaviour within these social structures dictate a lot of individual behaviour. These behaviours and norms are malleable.



We can think of social norms like the expectations that others have of us, or the expectation we *think* they have of us. Social norms refer to the ***unspoken rules*** in our groups or community, that people think are acceptable or unacceptable. **Social norms refer to what is ‘normal’.**

For example, when a person sneezes, social norms influence you to respond in a certain way, this might be by saying “Bless you”. In your school people may decide not to report when they see a child picking on another child because they say “everyone does it”. How you respond is influenced by the social norm in your group or community.

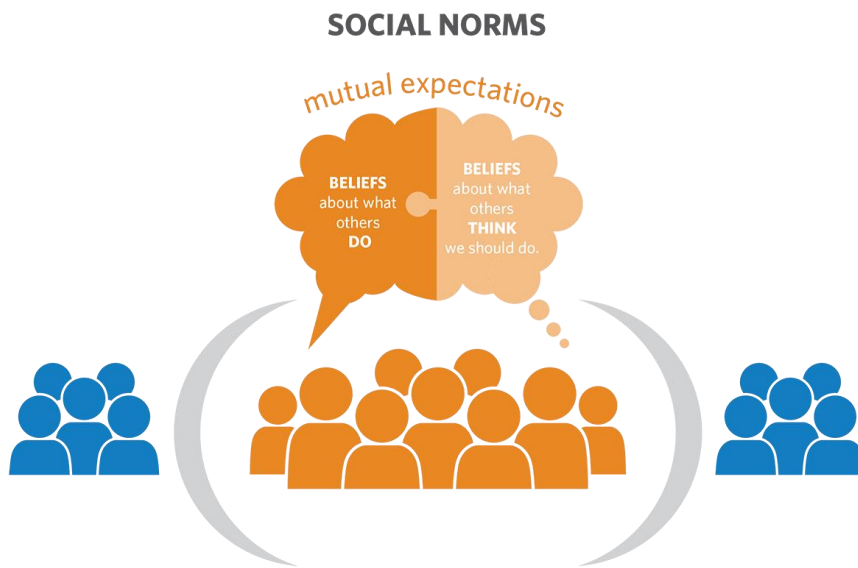


Figure 1: Social Norms (Scharbatke-Church & Schaitkin, 2018)

Reflection Time:

Take a moment with the young people to share what they think common social norms might be in their community or country. Write ideas on a flip chart paper at the front of the room.

How are social norms created?

Part of human development is about learning the social rules around us and how others expect us to behave. We learn this first from our parents and family, but as we get older we also learn it from our friends, our community and the media. Although parenting norms will differ greatly between families and sometimes even within families, it is the normative expectation beyond our household that makes up social norms. “School is the setting in which children are first exposed to universalistic norms and the regular use of symbolic rewards, such as grades” (DeLamater et al., 2015, p.95).

Media has a strong influence on behaviour and supports the idea that we reward behaviour that is consistent with how we expect others to behave.

In general, social norms are created by:

- what I think others are doing.
- what I believe others think I should do.

If I think people will agree with me or approve of my choices, I am acting alongside a social norm and this helps to maintain that social norm.

For example, When I go to school, the social norm might influence you to wear two shoes. If I wear two shoes, I am acting in a way that *maintains* this social norm and this also encourages others to do so. If I wear only one shoe, I am challenging this social norm of two shoes, and may have to face some questions and weird looks from other students and teachers.

Here are some examples of social norms in school:

- students are polite to teachers
- students raise their hands to answer a question
- students wear two shoes
- students play games together
- students belong to groups of friends

Reflection

Time:

Ask young people what they think common social norms might be in their school? How do they think these were created? And how are they kept going?



How are social norms connected to my attitude?

People make decisions and behave a certain way because of a mixture of personal attitudes and viewpoints, beliefs about facts, norms and social expectations (EU for Georgia, 2016, p. 31). Your attitudes are personal, they are based on how you believe you should act. Your attitudes often impact your behaviour. **A social norm is what you believe other people think you should do.** For example, it may be your personal attitude that you do not like to smoke, but the social norm might be that your friends expect you to smoke (Cislaghi & Heise, 2019).

How are social norms connected to my actions or behaviour?

Behaviour is how you act, and you often act based on your attitude toward something and also the social norms around you. Social norms are not the same things as attitude and behaviours, but they are interconnected.

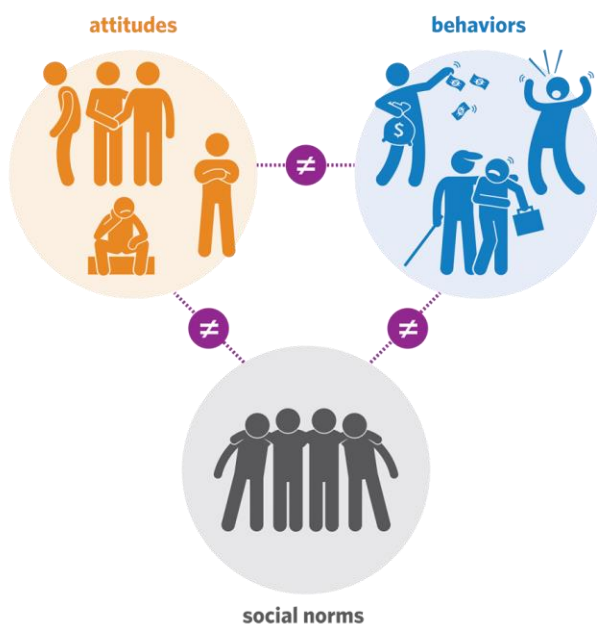


Figure 2: Behaviours and Attitudes are not the same as Norms (Scharbatke-Church & Schaitkin, 2018)

How do social norms relate to how we act or behave?

Social norms are really about our *expectations* about what others may think or do rather than what they might actually think or do in reality. In this way we don't really know what

will happen if we wear only one shoe to school, but we think we do, based on the social norm around wearing two shoes to school.

Where do you think social norms come from? What is a reference group?

If we think about how norms are set we need to think about the people who influence us the most. Those people whose opinion matters most to us are referred to as our “**reference groups**” and they strongly influence norms. So, this includes people in our school or in our community including peers, neighbours, parents, or (online) influencers. The reference group can be a clear group, such as those in your school, but it can also be something less clear, like people on the street, even if they are strangers, and you might change your behaviour based on this (Cislaghi & Heise, 2019).

Norms are specific to a group of people, and are related to our culture, our traditions, and our society.

For example, you might feel like it is ok to swear in front of your friends, but not in front of your family. Your friends and your family are two different reference groups, with different social norms.

Reflection

Time:

In your school, who do you think most people would say the reference groups are? Why do you think this?

What are sanctions?

Social norms are influenced by what we assume others may do or think, particularly in our reference group. If we fail to follow their expected behaviour we assume there will be a consequence. This is known as a ‘sanction’. Often sanctions are what help keep a social norm in place. For example, you might not just walk out of class, because you fear that the teacher might discipline you, as you are acting against a social norm. You don't know exactly what the teacher will do but you think you do, and this influences your behaviour.

Sanctions can also happen on a scale, for instance you may believe that if you wear your hair in a certain way people may stare at you and therefore you decide not to wear your hair like this. At the other end of the scale, a sanction may have been codified into a



school policy or even into a law. For instance, you may assume if you steal a phone from a peer you will be punished (by the school or by the law) and therefore decide not to steal the phone.

What are gender norms?

Our beliefs, attitudes, and values often tell us how we should behave, but sometimes in complex ways. The way we behave is influenced by our beliefs, values and attitudes, but it is also influenced by how our peers behave and how we think they think we should behave. We are social creatures and our pull to follow social norms are often stronger than our beliefs and attitudes. These are also learned behaviour. This is true also of gender norms, beliefs and attitudes.

Violence against young people is related to social, gender and cultural norms (WHO & JMU, 2009). “Gendered behaviours can shift before attitudes consciously do, and vice versa” (Jewkes et al., 2019. p.3). A common way that we see gender norms is when people encourage aggressive displays of males over females and might-is-right approaches (DeLamater et al., 2015; Manion, et al., 2021). Gender norms often develop over time in subtle, persistent and almost imperceptible ways (Eder et al., 1995).

Reflection	Time:
Can you think of gender norms that are common in your school? Try to think of 2-3 of some for young people from each gender.	

Can we shift social and gender norms?

Yes! We can change our behaviour or others behaviour by supporting to change our and their perception or understanding of what we are expected to do. However, this takes time. We will learn more about this in our next Tip Sheet.

Additional Resources

- To explore the importance of addressing violence against children and to see an outline of social norm theory see the INSPIRE Report:
UNICEF. (2018). INSPIRE Indicator Guidance and Results Framework Ending Violence Against Children: How to define and measure change.



<https://prevention-collaborative.org/wp-content/uploads/2018/10/UNICEF-INSPIRE-Book.pdf>

- Community-based Norms Focused Interventions: Definition & Attributes. (n.d.). https://prevention-collaborative.org/wp-content/uploads/2019/07/f434d2_a851a9b5359a43b79da2ea17ef0d1f98.pdf
- If you are interested to know more about the kinds of gender norms that occur across various countries, this guide provides a good overview.
Muñoz Boudet, A. M., Petesch, P., & Turk, C. (2013). On Norms and Agency. The World Bank. <https://doi.org/10.1596/978-0-8213-9862-3>. [World Bank Document](#)

Activity 1: Setting a Norm Agreement Together

(Adapted from International Institute for Child Rights and Development & Films for All, 2020)

Background: As we learned in *Tip Sheet 1: Exploring Social and Gender Norms in School*, what people perceive to be the expectations in a group, impact how they will behave. So it is important to set our expectations of how we will behave together. In this sense we are the “reference group” and will set our own social norms for how we will behave together. The social norms we set together will likely be linked to broader social norms, which we can talk about.

Purpose: Set our social norms together, or the expectations of how we will all behave together in our group. This will help us form a strong group with clear rules and guidelines.

Materials: Flipchart, markers.

Time: 1.5 hours

METHOD: IN PERSON RESPECTING PHYSICAL DISTANCING

Part A: Setting the Stage

1. Invite participants to come together in a large circle, at an appropriate physical distance.
2. If young people have not met before, facilitate a round of introductions. You can add an element of fun, like suggesting young people do an action as they say their name, and the group repeats the action and the name.



3. Explain to young people that the purpose of your group is to explore social norms that are related to violence against young people in school, and work together to create a strategy or project to make their school safer.
4. Explain how often you will meet, set a regular and convenient time for your meetings.
5. Share with young people that some of the discussions you will be having might be difficult and that you and others are available to support them, should they need to talk more about their feelings. Share phone numbers and other contact details for support people.

Part B: Norm Agreement

6. Facilitate a group discussion. Ask young people to share some common social and gender norms they see in their school. For example, girls use the girl's bathroom and boys use the boys bathroom, or students raise their hands if they want to ask a question or share a thought in class. Explain that this is the expectation or the norm, and ask young people *what they think makes this a social norm? What do they think would happen if they went against this norm? Why do they think norms are important? And when can norms be challenging?*
7. Invite participants to share important social and gender norms for their group to feel safe, supported, and able to engage and share their ideas together. **Please note:** This activity will help participants to begin to name social norms, and will also help facilitators work through with participants what social norms are and what they are not.
8. If young people are struggling for ideas, share a few examples (e.g., we all have valuable ideas to share, listen actively, put cell phones on silent during meetings, respect each other's time and ideas, don't share information outside the group that is not yours to share, have fun!)
9. Ask for a representative to write down the group's ideas on a flipchart paper with coloured markers.
10. If all participants are in agreement, invite participants to take turns signing the agreement (each using their own sanitised marker).
11. You can hang the Norm Agreement in your group meeting spot, or bring it to meetings to be on display.



Tip Sheet 1.2: Identifying and Disrupting Harmful Social and Gender Norms

Time: 1.5-2 hours

Understanding Violence Against Young People

It is not uncommon for young people to experience violence around the world, including in South East Europe. Luckily it appears to be declining, but there is more we can do to discourage violence (Arends, et al., 2016). To do this, it is helpful to understand what violence looks like in our schools, particularly peer-to-peer violence.

It is also useful to recognise that schools sit within a community and what happens in the community, at home and in the wider society also influence what violence occurs, how it is treated and how it is addressed. For instance, if corporal punishment is common in your town, it is more likely that teachers there may accept physical violence in schools.

What do we know about violence in Bulgaria, Croatia, Romania, and Serbia?

In our study, participants across all our countries reported violence in schools in all its forms, but most commonly psychological violence and bullying (shown in Table 1), as well as sexual violence and harassment of girls. Physical violence was also experienced as shown in Table 2. Young people shared stories of violence that ranged from minor or uncommon, through to intense and common. Happily, participants also showed a good level of awareness of the consequences of violence, including the long term impacts (Manion, et al., 2021).

Table 1 – An overview of experiences of psychological violence in South East Europe (Manion, et al., 2021, p. 27)



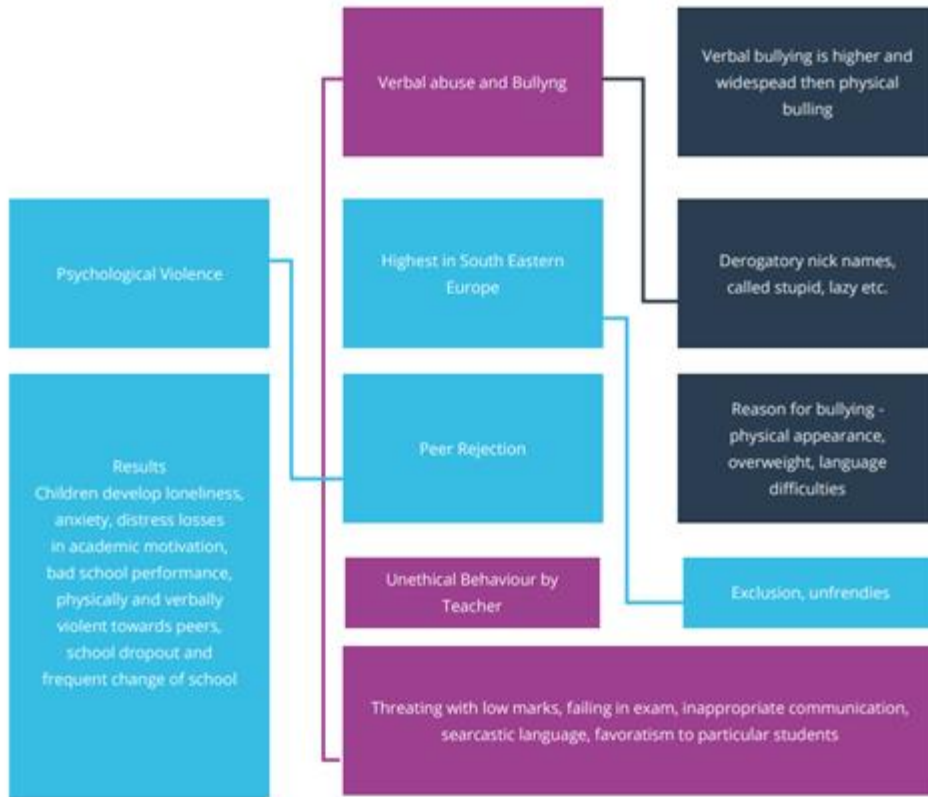
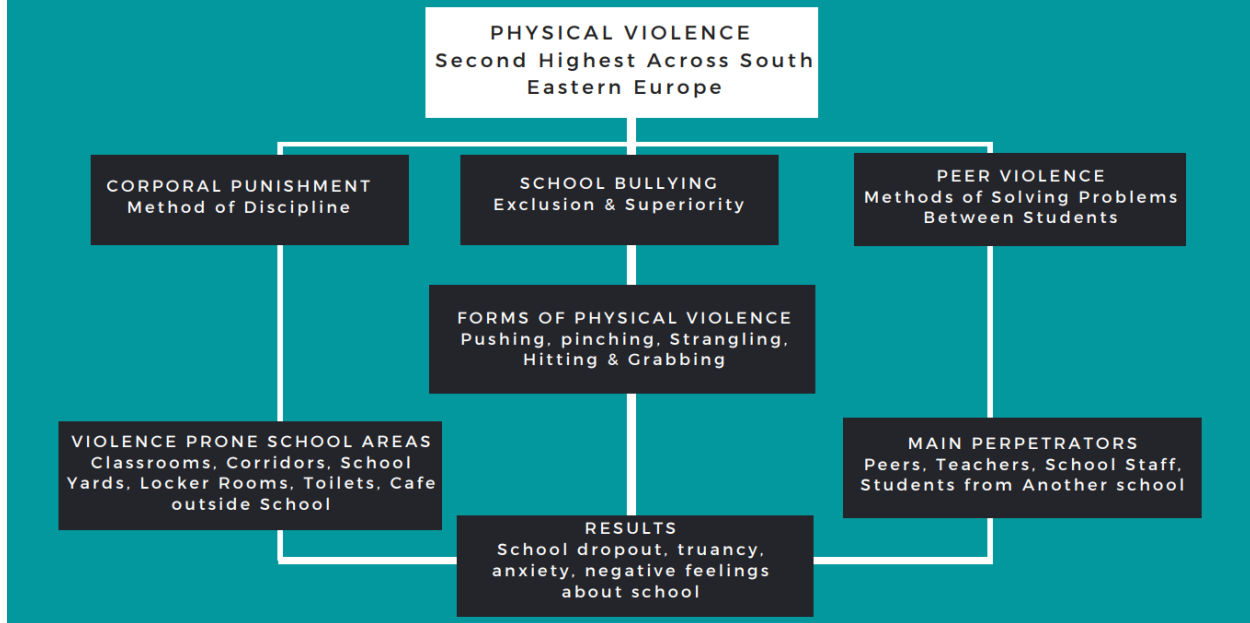


Table 2 – Physical violence in South East Europe (Manion, et al., 2021, p. 25)

NATURE AND TYPE OF PHYSICAL VIOLENCE AGAINST CHILDREN IN SCHOOLS IN SOUTH EASTERN EUROPE



What have we learned from academic literature?

Serbia

UNICEF Serbia (2017) showed that violence was often used in discipline particularly for younger children. In schools, violence was used by both school staff and peers. Bullying was also common. 44% of students experienced peer-to-peer violence and one third of this was physical violence (UNICEF Serbia, 2017). Psychological abuse was more common among boys and 37% of Serbian students said they had suffered from psychological abuse in their childhood and school life (WHO, 2015). UNICEF Serbia (2017) also noted that school staff needed more support and standard procedures to identify and address cases of violence.



Romania

In Romania, 22% of children and young people have threatened beating another child, 16% had already beaten another child, and 30% had lightly hit another child (Save the Children Romania, 2016). Physical abuse against children and young people mostly took place in classrooms, corridors, school yards or in the locker rooms. In looking at the effect this had on young people, in urban areas, 28% of students felt anxious about going to school due to violence (Cristian, 2014). Psychological or verbal abuse was even more common, particularly with older children bullying younger ones (Cosma, 2014). Another concern in Romania was children's risk of trafficking or sexual exploitation, particularly girls (ECPAT, 2006).

Croatia

In Croatia, 73% children and young people experienced some form of psychological violence during their lifetime or school life (BECAN Croatia, 2012). 11% of children and young people between 11 and 16 years experienced some form of sexual abuse during childhood and this was more commonly experienced by girls (Ajduković, et al., 2010). The most common perpetrators of sexual violence are child/adolescent males or adult males (BECAN Croatia, 2012).

Bulgaria

Each year in Bulgaria, UNICEF (2016) receives about 4200 reports of violence against children and young people in schools and 3,500 reports of violence in the community. More than two thirds of parents accept the use of "reasonable violence" for discipline (UNICEF, 2016). Concern was also raised for peer rejection causing more loneliness, anxiety, and distress (Valkov & Lavrentsova, 2019). On another note, 26% of students have conflict with their teachers due to discipline which increases the risk for students dropping out of school (Valkov, & Lavrentsova, 2019). For more information:

<https://www.unicef.org/bulgaria/>



Reflection

Time:

It's difficult to learn about how common it is for young people to experience violence. It's also important to remember that societies can and do change, change is what we humans do best. Take a moment to pause as a group and talk about how some of this information makes you feel. If needed, do a group energizer to refresh the mood of the group.

If norms refer to what is accepted or normal, what does this mean for working on norms about violence against young people?

Even negative behaviours like violence against young people can be considered normal. This is why it's so important to work on what is considered acceptable, and to try to influence what people believe to be acceptable. Everyone wants to belong that encourages us to follow social norms or act the way we think others want us to act (Petit, V., & Zalk, T. N. 2019).

How can we shift violence against young people, particularly in schools?

Changing behavior can be challenging, it takes time and patience and there may be backlash. Working on shifting social norms that promote violence against young people should also be done alongside supporting victims, changing policies, and shifting attitudes on violence. Remember, "social norms are informal rules that structure behaviour in ways that allow individuals to gain the benefits of collection action" (Ensminger & Knight, 1997). Think about how to change collective action because interventions are most effective when they do this and when they respond to values, beliefs, behaviours, and norms within the community.

Researchers across a range of disciplines have highlighted some important areas to cover when working towards social norm change. They include:

- **Understand the local context**, including the norms, behaviours, beliefs and attitudes towards violence, gender, and young people. The more specific the better, for instance map the behaviours and the norms that occur in particular locations and understand who is most affected.



- **Understand what people believe are facts about violence against young people** and challenge them if they are incorrect.
- **Identify the specific norms you wish to shift**, for example that young people do not report experiences of violence or boys must demonstrate power over others; or acting as though violence is normal and inevitable.
- **Share information about the impacts of violence**. Sometimes by sharing stories about how people are hurt by behaviour can prompt a different behaviour.
- **Acknowledge there is an issue**. Before a group of people can shift norms around an issue, they need to know more about why continuing the behaviour is harmful. As an example, fewer people smoke in restaurants now because it is no longer the social norm to do so.
- While trying to shift social norms, also **try to shift beliefs about violence against children**. These are two different processes, and they change will not happen at the same rate, but trying to shift both, will make both more likely to change.
- **Understand what the current attitudes are** around different aspects of violence and name what you would like to see instead. For example, you may see that many people have the attitude that reporting violence shows weakness, but instead suggest that reporting violence shows you care.
- **Raise awareness and keep messaging simple**.
- **Ask people to try perspective-taking exercises**, where they are asked to try to imagine what it would be like to experience someone else's experience.

How to work with young people as partners in shifting social norms?

Remember, young people are most influenced by their peers, so young people have an important role to play in setting the kinds of behaviour you want to see around you (WHO & JMU, 2009).

What are some simple strategies for shifting social norms?

Here are some simple strategies to address social norm change including, highlighted in the Figure 3 below (Adapted from Johnson and Johnson, Global Citizen, 2016):

- **Making good behaviour, or the behaviour you want to see, visible**. Working with people who have influence to show “good” behaviour is very helpful.
- **Imagine together other ways that things could be**. For example, *imagining peer relationships without bullying, what does that look like? What does that feel like?* Our imagination has power!



- **Work together with a group to show what change can look like.** Inspire people to join you. Highlight when change happens, and celebrate it.



Make others' good behaviour visible



Picture possible alternative behaviours



Show people changing collectively

Figure 3: Changing Social Norms (Johnson and Johnson, Global Citizen, 2016)

Reflection Time:

Stay curious and ask questions

Think about the most important parts of social norms, for instance:

1. *What, if any, social norms are at play for a specific behaviour?*
2. *Who are the most influential reference groups for a specific social norm? and*
3. *What social sanctions are anticipated for deviating from the norm? (CARE, 2017, p.6).*

Ask what keeps the norms in place. For example, ask what kinds of assumptions people have, for instance, do they assume:

- Girls or boys act in a certain way
- Young people are powerless
- That people of a certain race, religion or culture believe or act in a certain way
- That violence is effective

- That there are no ways to change violence.

Can any of these assumptions be challenged?

Ask, what are some of the positive things that happen in your school that support young people to be listened to, to feel they belong, to feel comfortable in your space?

Additional Resources

- We recommend that you share a summary of the findings from the country report with children and young people:
<https://childhub.org/en/child-protection-online-library/regional-research-violence-against-children-schools-south-eastern-europe>
- To further explore how social norms work and what they are explore these guides:
 - Bicchieri, C. (n.d.). Why Do People Do What They Do? A Social Norms Manual for Viet Nam, Indonesia and the Philippines. <https://prevention-collaborative.org/wp-content/uploads/2019/07/442-EAPROmanual04-1.pdf>
 - ODI. (2015). Social norms, gender norms and adolescent girls: a brief guide (Research and Practice Note Is Part of the Knowledge to Action Resource Series 2015). [Social norms, gender norms and adolescent girls: a brief guide | odi.org](https://odi.org/publications/working-papers/2015/04/social-norms-gender-norms-and-adolescent-girls-a-brief-guide)
 - Institute for Reproductive Health. (2020). Social Norms Exploration Tool. https://prevention-collaborative.org/wp-content/uploads/2019/07/Social-Norms-Exploration-Tool_SNET.pdf
 - Petit, V., & Zalk, T. N. (2019). Everybody Wants to Belong: A Practical Guide to Tackling and Leveraging Social Norms in Behaviour Change Programming. UNICEF. <https://www.unicef.org/mena/media/4716/file/MENA-C4DReport-May2019.pdf.pdf>



Activity 2: Agree or Disagree: Exploring Norms Around Violence Against Children

(Adapted from Currie, et al., 2020, p.23)

Background: We have been talking a lot about social and gender norms, and specifically how norms impact attitudes and behaviours in our school. Now we would like to talk more about how norms are related to violence against young people in schools.

Purpose: To explore our own attitudes and perceptions of violence in our schools and communities. To critically reflect on how these are impacted by social and gender norms.

Materials: Paper, markers, tape

Time: 1 hour

METHOD: IN PERSON RESPECTING PHYSICAL DISTANCING

1. Tape the AGREE and DISAGREE signs on opposite sides of a wall 6 metres apart.
2. Invite each participant to take three to five pieces of masking tape two inches long that you have placed on a table for them to pick up safely.
3. Say three to five statements related to social and gender norms and violence against children in schools (see below).
4. Invite each child to stick their piece of tape between AGREE to DISAGREE (if closer to agree stick the tape closer to the AGREE sign, if neutral place in the middle, if disagree closer to the DISAGREE sign). Ensure young people are practicing local protocols for physical distancing, mask-wearing, and handwashing.
5. Lead a discussion after each question inviting young people, who feel comfortable to do so, to share why they placed their tape where they did. **Explore with young people what they think the “social norm” is, and ask them to reflect on how they really feel. Encourage them to be honest, in order to break down misconceptions around social norms, as this is an important part of social norm change.** Remember, the discussion is often the most important part! You can modify this activity to have the signs on the floor using rocks or artefacts instead of tape.



Example Statements (please feel free to adapt to your context):

1. A boy needs to ask a girl before he posts a picture of her on social media.
2. In this school, students think it's ok to bully other students.
3. Girls should not wear short skirts as it attracts negative attention from boys.
4. Young people should never report violence in schools, it's not cool.
5. It's understandable if teachers yell at young people from minority groups because they are different and sometimes need to be yelled at.

Activity 3: Body Mapping: Exploring Positive and Harmful Norms

Purpose: To explore positive and harmful social and gender norms related to violence against young people in schools.

Time: 1 hour

Materials: Flip chart paper (2 per person), coloured markers, tape.

METHOD: IN PERSON RESPECTING PHYSICAL DISTANCING

1. Invite young people to divide into groups of 2. Grouping young people by the gender they identify with may be the best to ensure everyone feels comfortable.
2. Explain that we want to learn about what they think are positive and harmful norms around violence in schools.
3. Hand out a printed copy (or read) the following two vignettes to the group. Invite half of the groups to do Vignette 1 and the other half to do Vignette 2.

Vignette 1: Valentina is 11 years old. She has a good group of friends and loves her family very much. At home, she takes care of her younger siblings to help her mother, because her father is sick and cannot work so her mother is very busy. She is a good student, but the extra work she does at home means that sometimes Valentina is tired at school and falls asleep at her desk. When this happens her teacher often yells at her to wake her up, and sometimes the teacher even hits her.



Vignette 2: Martin is 16 years old. He is shy and has difficulties talking with his peers, especially girls. At school one day, an older girl asks for his number and in the evening they exchange a lot of messages. They text for a few days and Martin starts to really like her. Then, on the weekend, she asks him to send her a picture of him naked. Martin tries to ignore her, but she tells him all the older kids are doing it. Martin finally agrees and sends her a naked picture. When he wakes up the next morning, he sees the picture on social media.

4. Working in pairs of the same gender, invite the group to draw an outline of the body of Valentina or Martin.
5. Ask each person to draw on their body map things that symbolize some of the positive norms that might protect or support Valentina or Martin. Explain that young people should feel free to use their imaginations to explore what Valentina/Martin's life might be like, based on the lives of young people they know in their school/community. If participants prefer writing, provide them the option to write.
6. Now ask each group to draw on their body map things that symbolize harmful norms that might be hurting Valentina/Martin's heart, mind, body, or soul.
7. Invite each group to write a positive message across the bottom of their body map communicating something they would like to say to Martin or Valentina.
8. After each group has completed their drawing, invite them to share (if they feel comfortable) with the group. Invite participants to also share their positive message with the group, if they would like to.
9. Facilitate a discussion with the group, using the following questions as a guide:
 - *What would you say are some social norms that support young people to feel safe or protected from violence in your school if they were to experience a situation similar to Martin or Valentina? (For example, asking your friends if they are okay if they look scared or sad.)*
 - *What would you say are some of the main harmful social norms around violence against young people in your school if they were to experience a similar situation to Martin or Valentina? (For example, adults hitting young people when they do not listen.)*
 - *Why do you think these norms exist? What creates them or keeps them going?*
 - *How do you think we might work together to begin to strengthen some of the positive norms and change some of the harmful ones?*



10. Close the session on a note of positivity, and explain that even if it can feel overwhelming, you will be working together as a group to address some of the issues.

Activity 4: Gender Boxes

(adapted from Sood et al., 2020)

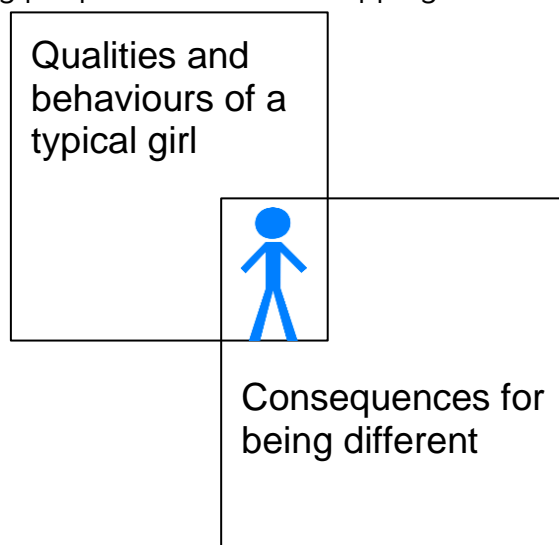
Purpose: To explore gender norms together as a group, including typical behaviours and attitudes across genders.

Time: 1 hour

Materials: Large paper, coloured markers. Personal protective gear, including masks, hand sanitizer/hand washing stations, as per local recommendations.

METHOD: IN PERSON RESPECTING PHYSICAL DISTANCING

1. Invite students to find a partner. Partnering with someone who identifies as the same gender might make children more comfortable but this is not always the case. Reflect on what works best for your group and pending on power dynamics feel free to ask them too! (Alternatively, this can be done as a large group activity, using sticky notes for young people to share their thoughts.)
2. Hand out a large piece of paper to each group, and some coloured markers.
3. Ask young people to draw 2 overlapping boxes:



4. In the first box, ask young people to write down the “typical” qualities and behaviours that are expected of a girl or a boy or other young person. **For example**, helps out in the home, does well at school, does not complain, is quiet, does not engage in sexual behaviour. Remind young people you are asking about a “typical” person, we are not asking about them or their friends directly. You might ask “*What is a typical girl/boy like? What do they do? What do they not do?*”
5. In the second box, ask young people to write down the consequences for behaving or thinking differently than what is expected of “typical” gender roles. For example, if a girl has too much sexual experience, it might be difficult for her to get married. Again remind young people, we are speaking generally and not about them. You can probe them with questions related to the qualities and behaviours they shared in the first box, for example, “*You said that girls need to help out at home, what would happen if they did not?*”
6. Now ask young people a specific question related to violence in schools, to explore how violence is related to gender norms.
7. If young people feel comfortable, invite them to share their posters with the group. Allow groups to add to their boxes as the discussion proceeds, ask questions and discuss any disagreements.
8. Ask some probing questions:
 - a. *Given the consequences, why might someone want to stay inside the gender box?*
 - b. *What things are shared across genders? What is different?*
 - c. *How do you think violence is related to gender?*
 - d. *What happens to young people who don’t feel they belong to either binary gender?*
9. Close the session and remind young people of when you will meet again.



Module 2: Exploring Our Own Context: Norms, Violence and Schools

What's included in Module 2: Exploring Our Own Context: Norms, Violence and Schools
Tip Sheet 2.1: Norms, Violence and Schools
Activity 5: Network Mapping: Who Influences Us and How?
Activity 6: Ball of Yarn: Web of Society

Tip Sheet 2.1: Norms, Violence and Schools

Time: 1.5-2 hours

How are social and gender norms related to violence?

Norms can help to prevent and respond to violence, but they can also be harmful and contribute to violence against young people (Lilleston, et al., 2017).

People's perceptions in their own social groups are powerful in shaping behaviour (Lilleston, et al., 2017). If we can better understand how our perceptions are shaped, we can gain a better understanding of how we can alter harmful norms.

What kind of social and gender norms do we see in schools around violence?

There are many different types of social and gender norms that may contribute to violence in schools. For example:

Child maltreatment

- Female young people are valued less in society than males.
- Young people have a low status in society.

Youth Violence

- Reporting youth violence or bullying is unacceptable.
- Violence is an acceptable way to manage conflict.

Sexual Violence



- Sexual activity is a marker of masculinity.
- Sex and sexuality are taboo subjects (WHO & JMU, 2009)

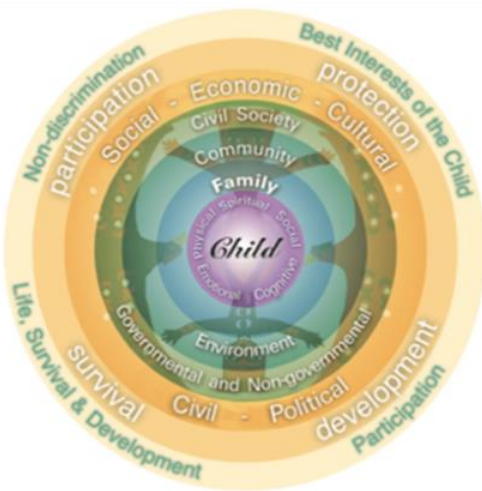
Reflection Time:

Spend some time talking together about social and gender norms around violence in your school. Ask young people to share their thoughts and ideas about what these norms are. Write the ideas on a flip chart paper, so young people can begin to see and discuss norms around violence in their school. You might even want to break the norms into the groups above- child maltreatment, youth violence, sexual violence or you hold a brainstorming session and then group the norms afterwards.

Be sure to watch for anyone who might be triggered by the information being discussed, and ensure they receive support.

Where and with whom can we create change?

Social ecology and nested systems help frame social norms (Klika & Linkenbach, 2019) with interventions at different layers. What is social ecology and how it is related to social norms?



In the figure to the left, you can see the child is at the centre of a number of systems that impact them, such as family, community, government and young people’s rights. Through the social ecology of young people we can explore how young people are impacted by the various systems around them, and also how they have an impact on these systems.

Social ecology is important in our thinking about social norms, as it helps us to explore how we can prevent violence against young people. When trying to change social and gender norms, it is

important to focus on a whole system approach and the social ecology helps identify the different components of the system. For example, strategies to intervene to prevent or mitigate violence against young people could happen at the level of:

- the individual,



- the family,
- the school
- the community
- socio-political and cultural factors that shape risks and protective factors for young people and families (Klinka and Lickenbach, 2019).

When we are clear on **who** our strategies are intended to support, we can develop stronger approaches. For the purposes of this guide, we will be focusing primarily on strategies that relate to the school environment, but these might also impact individuals, families and communities, depending on the interests of the young people.

Remember, the groups that those people whose opinion matters most to us are referred to as our “**reference groups**” and they strongly influence norms.

How can we drive change?

Research shows that some change can be driven by:

- **Peer-to-Peer** - supporting pro-social norms.
- **Within Schools** - shifting power structures so that young people have a voice in school and can participate in decisions that affect them.
- **Within Families** - share knowledge about the impacts of violence and the benefits of other approaches.
- **Within Communities** - participating in social movements that condemn violent practices (e.g., coalition-led efforts by young people’s rights NGOs, media campaigns),
- **Within Societies** - pushing for policy change (e.g., implementation of laws or rules that punish violent behavior) and recognising the influence of media and encouraging messaging that support non-violent relationships and discourage violence.

Recognise Interconnections

Social norms do not exist alone. They are interrelated to other norms, attitudes and behaviours. It is useful to understand how similar or different a local social norm is to other norms in the wider community or society. Knowing this helps to understand how to encourage positive social and gender norms and discourage or address negative ones (Pulerwitz et al., 2019).



How can we build stronger supportive social norms in the school environment?

An important part of creating a safe and inclusive school environment, is to make sure that the ‘hidden curriculum’, the attitudes, values and norms around violence against children are visible (UNESCO and UN Women, 2016). Making sure that teachers and schools’ approach and policies around violence against young people in schools are overt and visible goes a long way to creating clear guidelines and shaping norms. When young people have clear information, they can critically analyse these norms and guidelines.

Additional Resources:

- To learn a bit more about how to understand how social norms are created and continued, refer to this guide:
Community-based Norms Focused Interventions: Definition & Attributes. (N.D.).
https://prevention-collaborative.org/wp-content/uploads/2019/07/f434d2_a851a9b5359a43b79da2ea17ef0d1f98.pdf
- To explore a bit more about how to shift social norms, these guides provides a range of ideas:
 - Alexander-Scott, M., & Bell, E. J. H. (2016). SHIFTING SOCIAL NORMS TO TACKLE VIOLENCE AGAINST WOMEN AND GIRLS (VAWG). DFID Guida. https://www.oecd.org/dac/gender-development/VAWG_HELPDESK_DFID_GUIDANCE_NOTE_SOCIAL_NORMS_JAN_2016.pdf
 - Petit, V. & Salk, T. M. (2019). Everyone Wants to Belong: A PRACTICAL GUIDE TO TACKLING AND LEVERAGING SOCIAL NORMS IN BEHAVIOR CHANGE PROGRAMMING. <https://www.unicef.org/mena/media/4716/file/MENA-C4DReport-May2019.pdf.pdf>

Activity 5: Network Mapping: Who Influences Us and How?

Purpose: To explore who our reference groups are and what sanctions are and how this impacts our decisions and actions.

Time: 1.5 hours

Materials required: Flip chart paper and coloured markers. Personal protective gear, including masks, hand sanitizer/hand washing stations, as per local recommendations.



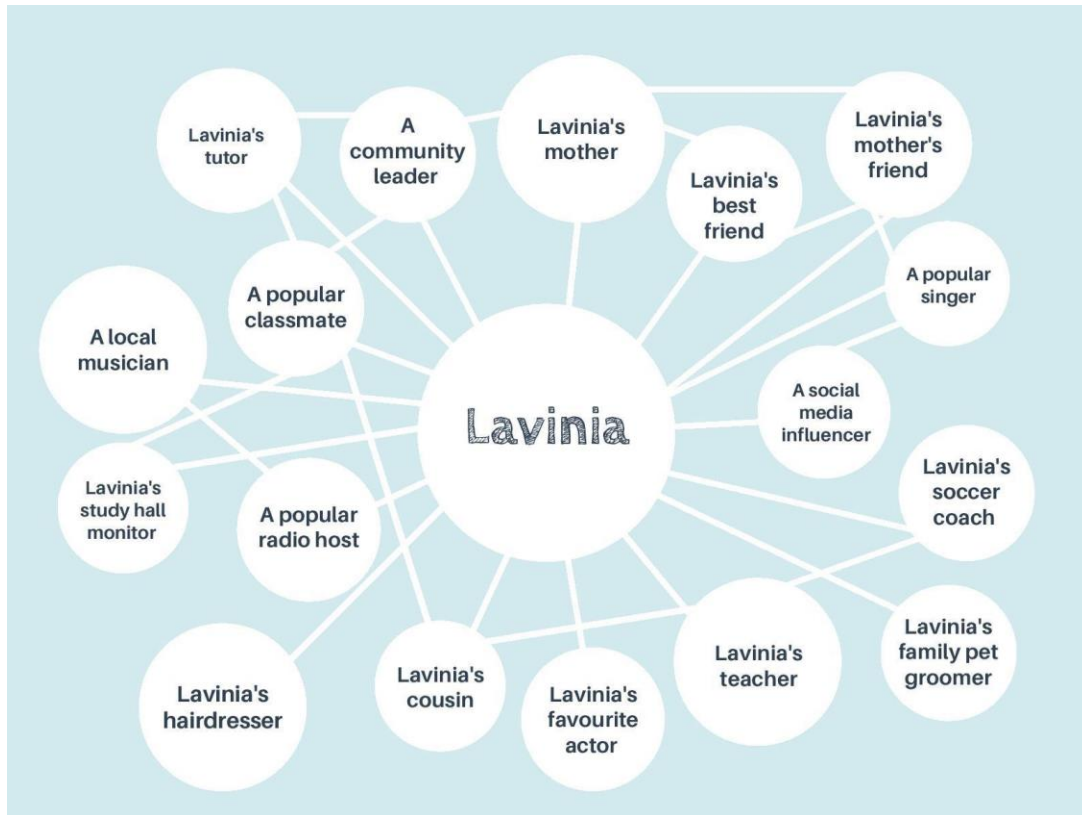
METHOD: IN PERSON RESPECTING PHYSICAL DISTANCING

Part A: Identifying Reference Groups

1. Explain to the group that today we are going to be speaking about who influences us. These people are called your ‘**reference group.**’ These are the people in your school or community that might influence the way you think or behave.
2. Reference groups are important when we are thinking about social norms, because if we want to change a norm, we need to think about who the main influencers are, how strong their influence is, and then think about how we can address this.
3. Let’s take an example: Lavinia is 12 years old, she lives with her mother and her 2 younger sisters. Lavinia is Roma. Lavinia does not like going to school, because her peers are always making her feel bad. Sometimes they call her names, sometimes she gets pushed in the hall. To make things worse, her teacher’s never call on her when she has her hand up. Lavinia doesn’t say anything to her peers or her teachers about how she is feeling or what is happening to her. She has one friend, another girl who is also Roma and has similar experiences and together they talk about how this makes them feel.
4. Ask young people: *What do you think is the social norm that this story is talking about?* Some examples might include:
 - a. It’s ok to treat someone poorly if they are a different race/culture.
 - b. It’s ok for students and teachers to not treat everyone equally.
 - c. Bullying is acceptable for certain students, based on race/culture.
5. Write the social norm on a flip chart paper for everyone to see.
6. Ask young people to form small groups. Hand out a large flip chart paper to each group, as well as some coloured markers.
7. Ask each group to draw a circle in the middle of the page, and draw Lavinia inside of it and write the social norm on the page.
8. Explain to young people that we will be exploring reference groups and a helpful way to do this is to look at the Social Ecology (See Tip Sheet 2.1). The Social Ecology looks at the groups of people around a child so this can include people at home, school, the community, country and even wider.
9. Explain that **a reference group is the people whose judgements you care most about and follow, the people who have the most influence.**



10. Ask young people: *Who are the groups of people around Lavinia? What groups are reinforcing the message that it's ok to treat someone poorly because of their race/culture? What groups are giving a different message?*
11. Draw these groups in circles around Lavinia and the social norm, showing how they link back to Lavinia.



12. For example, teachers, community leaders, social media influencers, TV shows. The more specific they can be the better.
13. Probe young people to think more deeply: *Who do you think influences the students' behaviour? Who do you think influences the teacher's behavior? Who do you think influences Lavinia's behaviour?*
14. Ask them to put a star by the 2 reference groups (e.g., peers, family, school administration etc.) whose influence is most important.
15. Now ask the group to think about Lavinia again, and the support she gets from her friend, and likely her community. There are other social norms that likely exist in her community that are different from the broader community.
16. Ask young people to discuss what they think these norms might be.

Part B: Identifying Sanctions

1. Explain that now we will talk about sanctions. Remind young people that **sanctions are what happen or what people believe will happen if they do not follow a social norm.**
2. Let's think about Lavinia. Let's say Lavinia decides that the next time her peers are mean, she is going to report it to the principal. *What do you think Lavinia might think would happen if she reports her peers? What would happen to her? What would happen to her peers?*
3. Explain that these are sanctions. Remind young people that sanctions are what we believe, because we can never really know what will happen, but they really influence how we think and behave.
4. Ask young people: *If Lavinia thinks that she will be ignored by the principal, and further ridiculed by her peers for reporting the bullying, what do you think she will do?*
5. Ask young people to give examples of 2-3 sanctions that Lavinia might face if she reports the students and teacher.
6. Now, suppose the situation looked differently. Ask the young people: *If Lavinia thinks that her principal might speak to the students about bullying and create a "no-bullying rule" in the school, what do you think Lavinia might do?*
7. Facilitate a discussion about what might happen if there was a supportive environment around Lavinia. Discuss what young people think the impact of sanctions are on how we make decisions.

Activity 6: Ball of Yarn: Web of Society

Purpose: To select a harmful norm related to violence in school that they want to address, as well as a positive social norm they can build on and explore the context that these norms exist in.

Time: 1.5 hours

Materials required: Flip chart and markers, 2 ball of colourful yarn (2 different colours)

METHOD: IN PERSON RESPECTING PHYSICAL DISTANCING



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1. Explain to young people that today you will be selecting a social or gender norm related to violence against children that they want to address. Remind them about all of the conversations you have had together about the norms in their school, and remind them of any norms they were particularly passionate about.
2. Ask a representative from the group to write down the norm they want to change on a flip chart paper at the front of the room.
3. Now ask young people to stand in a circle, appropriately spaced apart. Please be sure everyone has a mask on and has used hand sanitizer before entering the circle.
4. A Notetaker should be positioned beside the group to write down on the flip chart everything that is said during the circle activity.
5. Stand with them in a circle holding a ball of yarn. Explain that you will be holding onto the end of the yarn, and will be passing it to any child or young person who wants to speak. As each person catches the ball of yarn, they are to hold onto it, building a web as the yard is passed around the circle.
6. Ask young people to say what the **root causes or reasons why the norm they have selected exists**. Go around the circle a few times until everyone has had a chance to share why they think this norm exists. You can prompt for things like:
 - a. *Who does this norm help/protect?*
 - b. *Who does it harm?*
 - c. *Why does it continue today? What helps keep it firmly in place in our community?*
 - d. *What is going on at school?*
7. Now ask young people to pause, if they feel comfortable they can close their eyes. Ask them to think about what norms, beliefs, attitudes or behaviours already exist that challenge the harmful norm they have selected. Ask young people to open their eyes, and **begin to share their ideas for either positive social norms they can build on or other beliefs, attitudes or behaviours, that you can build on together to address or change the harmful norm you selected as a group**. People can throw the **other colour of yarn** ball around as they share with the group the positive social norms.
8. Take a moment to look at the tangled web of both protective/supportive and harmful social norms, beliefs, attitudes and behaviours that you have created, represented by the 2 different colours of yarn. Explain that this is a visual representation of all the strings of ideas in society, and how complicated it can be.
9. Ask young people to offer any reflections on the web in front of them.



10. Coming back to sitting down, ask the group, based on the web they just built together, if anyone has any thoughts or ideas for actions on which harmful social norms they would like to address first?
11. Ask them: *How can we build on the positive norms you explored together to address the harmful norm?*
12. Be sure to write all ideas down, so you can come back to these together in the next activity.



Module 3: Creating Change: Shifting Social & Gender Norms in Our School

What's included in Module 3: Creating Change: Shifting Social and Gender Norms in Our School
Tip Sheet 3.1: What can we do to Transform Social and Gender Norms in Our School?
Activity 7: Supportive Norms: Vision Collages
Activity 8: Let's Explore How to Shift Norms
Activity 9: Creating a Safe Space
Activity 10: Design and Implement a Safe School Plan

Tip Sheet 3.1: What Can We Do to Transform Social and Gender Norms in Our School?

Time: 1-5-2 hours

How can we create social norm change?

What is important to know is that social norm change can take a long time, so it is important to be realistic about what we can accomplish with young people. It helps to focus on a specific group, such as school, where young people working with teachers might have a bit more influence.

Now we know a lot more about social norms, but what are the best ways to change the norms?

If we want to prevent violence against young people in school, we need to strengthen positive social norms and work together to change the social norms that accept or



support this violence. This means we need to change the way we think and talk about why violence against young people happens and focus on preventing it.

For example, *It's ok to hit a child when they are making me really angry. or I can push that boy, because he looks nothing like me, he is nothing like me. His family shouldn't even be here.*

“Social norms impact the way we think, talk, and act” (Klinka & Likenbach, 2019, 2) regarding violence against young people, and this is important to understand if we want to try to change social norms.

We know that social norms can be challenging to change, because it involves changing how we think (as both individuals and groups). It is also important to focus on strengths and positives, rather than just negative behaviors (Rogers, 2019).

Here are some pro tips on changing social norms (adapted from Lilleston, et al., 2017):

1. Think about the social norm you want to change, and try to change it directly:

- **Some norms can be worked on directly.** For example, let's say students tend to ignore bullying, they think that a lot of people bully others and that others think it is ok. Letting people know what their peers do or do not do (e.g., Most young people in our school have never bullied another young person) or think or do not think (e.g., most young people think that bullying is mean and not ok). By providing information that counters what people believe to be true about an issue, we can shift socially shared beliefs.
- **Use of “influencers” or those who have an impact on the way people think.** These people can introduce new ideas to a group that might be taken up by the group, and when enough people pick up the idea, then social norm change can happen. Work with influencers to share messages about how much violence exists and how many people and how often violence is not used and spread the word.
- **Spread the word.** Create codes of conduct and hang them around the school; paint murals with messages of the kind of behaviour you want to encourage; create safe spaces in the school where people can see others treating people



with respect non violently; run perspective taking exercises where you ask people to consider what it is like to be in someone else's shoes.

- One way to do this is to focus on **changing the social expectations**, publicise the change and create new norms of behaviour (Alexander-Scott & Bell, 2021).
- **Appeal to people's heads and hearts**, giving them good information and appealing to their sense of good.

2. Work on changing attitudes and beliefs to shift the social norm you want to change.

In this strategy, based on health models, we try to change attitudes and beliefs by introducing people to the harmful effects of a given behavior and the benefits of avoiding that behavior. For example, if people are taught that eating fast food every day is not healthy, they might change their attitude and behaviour around eating fast food. If enough people within a social group change their attitudes towards a behaviour (eating fast food) then the norm will also begin to shift.

Work from the bottom-up, engaging children and young people throughout the school, as well as teachers and administration at the top, and coordinating activities whenever possible.

3. Try to change people's behaviours to shift the social norm.

In this case, we use "structural interventions" to change people's behaviours, or make them more or less easy to perform. For example, if you make junk food more expensive, it is harder to access. Or if you change a school policy around cyber bullying, it becomes harder for young people to bully one another without being held accountable at school.

We can look at this in 2 ways: we can introduce things to make things harder or to punish negative actions and/or we can look at things that empower or reward positive behaviour. So for example, a policy might give repercussions for online bullying and another policy might provide resources and opportunities for students to receive anti-bullying training.



Once people feel that change is in their best interest, they have information from credible sources, and can think through the implication of the change, they are more likely to feel (both individually and collectively) that change is in their best interest (Read-Hamilton & Marsh, 2016). Working together builds energy and motivation and people can then identify viable alternatives and pursue them together (Read-Hamilton & Marsh, 2016).

4. Create pro social or positive spaces.

Social norms influence behaviour. These can be positive or negative. We follow norms because we want to gain favour from our peers or we fear what they will think if we do not. Social norms emerge for many reasons and in many ways, but they are linked to who has power and influence, what beliefs a culture has about gender and culture, and factual beliefs (Cislaghi & Heise, 2018). Space is important and any change needs to fit the space (Jewkes, et al., 2019).

- Foster safe spaces that encourage positive social influences and intergenerational responses that combat peer violence
- Create safe space where people feel welcomed and are not ostracised, marginalised or abused
- Create a space where people are welcomed, embraced and acknowledged and appreciated.

5. Focus on what works to change behaviour

Berger (2020) suggests that getting people to change works best if you do not push, but rather take time to understand their perspective and what is getting in the way of them not changing. Mapping the barriers is critical. Offer options and provide situations where they feel like they have choice and control; share the impact or cost of maintaining the status quo. Ask for small incremental steps and make starting easier with less uncertainty. Once people collectively feel that change is in their best interest, and they have access to information from credible sources, as well as the possibility to reflect on its implications, they are more likely to collectively and individually feel that change is in their best interest, identify viable alternatives, and actively pursue them (Read-Hamilton & Marsh, 2016).

Examples of things you can try in your school

In the Activities in Module 3, you will guide young people through a process of coming up with actions they want to see in their schools. Though these actions or strategies should come from young people, it's good to have a few examples you can share. Here are a few suggestions from the research:



- Introducing No-Hit-Zones
- Run campaigns to eliminate corporal punishment in public settings
- Create safe spaces in the school for young people to talk and share about their experiences
- Introduce reporting mechanisms, including anonymous reporting options

How can we develop a good message for change? (adapted from Girls Advocacy Alliance, 2018)

Appeal to people's heads, hearts and hands. Ask people to think about:

- HEART: *Why should I care? What is important here?*
- HEAD: *What can change? Give inspiring examples and strong ideas for what is possible*
- HANDS: *What can people do? What exactly are you asking of them?*

Strong messages are **simple, solution-focused, and practical or doable**.

Working

By supporting intergenerational processes, i.e., processes that have children, youth and adults working together to disrupt and challenge negative social and gender norms and behaviours and encourage more supportive behaviour can be more effective.

Together

Additional Resources:

- For more information on setting up and sustaining a club or group of children who is working on protecting and safeguarding children from violence in schools, please refer to this helpful child-friendly guide: <https://www.end-violence.org/sites/default/files/paragraphs/download/Safeguarding-%20A%20Guide%20for%20Children%27s%20Clubs%20%28Final%20Mar%208%29.pdf>
- For more information about how to understand social norms and design programmes that support changing norms, please refer to this guide: Alexander-Scott, M. Bell, E. J. H. (2016). Shifting Social Norms To Tackle Violence Against Women And Girls (Vawg). DFID Guida. https://www.oecd.org/dac/gender-development/VAWG_HELPDESK_DFID_GUIDANCE_NOTE_SOCIAL_NORMS_JAN_2016.pdf



Activity 7: Supportive Norms: Vision Collages

Purpose: To explore visions for positive and supportive social and gender norms that put an end to violence against young people.

Materials: Thick paper, glue, scissors, collage materials: e.g., magazines, newspapers, coloured paper, small leaves, flowers or other natural materials, markers, enough for each child.

Time: 1.5 hours

METHOD: IN PERSON RESPECTING PHYSICAL DISTANCING

1. Invite participants to stand together in a circle, respecting physical distance.
2. Say to the young people *“Let’s explore your vision for a safe school for young people. Let’s imagine a safe space for young people, where positive social and gender norms put an end to violence against young people.”*
3. Invite participants to close their eyes (if they feel comfortable doing so) and invite them to: *“Imagine a school that truly respects children and young people, where they do not have to fear violence. When you arrive, you are so excited by all you see and hear about. Take a look around you. What are people saying? What are they doing? What are you doing? Take time to wander through the school. What are young people saying and doing? What are adults saying and doing? What does it feel like?”*
4. Invite participants to open their eyes.
5. Ask them to sit down, with appropriate physical distance, in groups of 2-4 and talk about what they see as the most important parts of the school they saw in their visions.
6. In their small groups, ask young people to talk about how they can bring some part of their visions. *What did they see? What did it feel like?* Facilitate a discussion, where young people share their visions. This can be emotional, so take your time with this, and if young people need it, do a silly game or energizer.
7. Explain that they will have 15 minutes to create a collage of their vision. Young people can add text around their collage to explain what is going on if they wish.



8. Invite small groups to find a quiet place to sit and hand out materials: magazines, coloured markers, paper, scissors, glue, and other natural materials.
9. Write the following on a flipchart page and post or ask the questions out loud:
 - A. *What positive social norms existed in your vision that helped to protect young people?*
 - B. *What negative or harmful social norms no longer existed?*
10. Ask young people to make sure to try to **name the norms they are working on** in their collage.
11. Invite groups to put their collages on the ground in a circle. Invite groups to walk around at a safe distance and see their peers' collages.
12. After a few minutes, invite each group to explain the positive and harmful norms that were present in their collages. Write these on flip chart paper at the front of the room so everyone can see the norms that are being discussed.
13. Invite everyone to add any additional ideas and/or ask questions.
14. Lead a discussion using the questions below as a guide.
 - A. *What are the common norms we discussed in our visions?*
 - B. *Were there any differences? Did anything really stick out to you?*
 - C. *Let's think about some of the positive or supportive norms we discussed. Is there anything like this already happening in the school? If so, could we build on it?*
 - D. *If there is nothing like this happening, what do we need to do to organize it?*
15. Ask the young people to keep thinking about things they want to work on in their school, and remind them we will be working towards this together.
16. Close the activity with a fun closing circle, respecting physical distancing, to reflect on visions and next steps going forward.

Activity 8: Let's Explore How to Shift Norms

Purpose: To explore strategies for how to shift harmful social and gender norms.

Materials: Flip chart paper and markers. Optional: wigs, costumes. Personal protective gear, including masks, hand sanitizer/hand washing stations, as per local recommendations.

Time: 1.5 hours



METHOD: IN PERSON RESPECTING PHYSICAL DISTANCING

1. Explain to young people that today we will be exploring some strategies about how to shift social norms.
2. Remind young people that social norm change takes time and is complicated. It can be helpful to think about how we can encourage people to shift or change their behaviour, which can lead to social norm change.
3. In the Activity 6: Ball of Yarn: Web of Society young people identified a specific social norm they were interested to change. Write that social norm on a flip chart paper.
4. Now let's explore some helpful strategies to shift harmful social norms: (Adapted from CARE, 2020):
 - a. **Imagine something different:** By imagining something new, imagining new norms that guide us, we can help to shift existing norms. Vision is powerful!
 - b. **Show good behavior:** Acting or behaving in a new way gives a strong message to others.
 - c. **Find early adopters, people who can accept a new norm and act on it:** Find others who can work alongside you to promote a new norm.
 - d. **Work with influencers:** Find people who others look up to or who often influence behaviour, and try to get them to work with you.
 - e. **Think about your allies:** *Who are they? How can you get in touch with them? What can you ask of them?* This might be a supportive teacher or community member, who has resources or support they can help you with.
 - f. **Appeal to head and heart:** Sometimes people don't know why a norm is harmful, helping to explain how it feels to be bullied or to be hit helps others to relate, and might encourage them to change.
 - g. **Create a safe space:** Having a safe space to talk and work on issues like violence is very important.
 - h. **Inspire others:** Creating inspiring messages, of how things might be different are a great way to capture people's imaginations.
 - i. **Use positive messages that speak to the future:** Messages are more impactful when they are positive, rather than negative. It's also great to encourage people to think about the future and what possibilities exist.
5. Break young people up into small groups, and ask them to select one of these strategies (or other Strategies presented in Tip Sheet 3.1). Ask them to come up with a short skit to demonstrate how they might use this strategy to address the



harmful social norm that was identified by the group. (Offer the wigs and costumes if available.)

6. Give young people 15-20 minutes to discuss and prepare their skit for the group.
7. Ask small groups to present back to the larger group.
8. Once the presentations are complete, work as a group to write some of the best ideas or strategies on a flip chart paper at the front of the room.

Activity 9: Creating a Safe Space

Purpose: To explore what safe (physically, emotionally, psychologically, socially, and spiritually) spaces in our school might look like.

Time: 1 hour

Materials: Flipchart paper, markers, random recycled objects equal number for 5 groups (e.g., toilet paper roll, playdough, cups, paper plate, containers, sticks, stickers), string (2 feet for each group), glue (x5), scissors (x5), tape (1 foot for each group)

METHOD: IN PERSON RESPECTING PHYSICAL DISTANCING

1. Invite all young people to reflect back on their visions from Activity 7: Vision Collages, you can even hang these on the wall as a reminder. Ask: *In order to realise their visions, what are things in their own classrooms and school they can do to create a safer space?*
2. Divide young people into groups of 4 to 5.
3. Provide each group with 7 to 10 random recyclable items, scissors, string, glue, and tape.
4. Tell each group they have 20 minutes to build a structure that represents a safe classroom with their materials. Invite them to name their classroom.
5. Invite them to reflect on '*What are the core ingredients that are required for a safe classroom? How do young people and adults in the classroom prevent and respond to violence? What are resources that are available (e.g., child protection tip box; list of safe places to report and people to talk to)*'
6. After 20 minutes, ask each group to take 3 to 5 minutes to write down some of the most important parts about their structure on a piece of flipchart paper.



7. After 5 minutes, invite groups to come back together. Ask each group to go on a tour visiting each of the classroom structures and reading about them.
8. Once groups have viewed all the structures, invite young people to come back together in a circle using the following discussion as a guide.
 - A. *What are some ideas that you saw that you would like to see in your classrooms?*
 - B. *What were some similarities across classroom structures? Differences?*
 - C. *What can we do to support these safe classrooms to become a reality? What resources do we already have to make this happen?*
 - D. *Who at our school and outside of our school might we want to ask for support?*
9. Let the young people know that when you come back together next time you will be building out a Safe School Action Plan, so encourage them to keep thinking of what they want to work on.

Activity 10: Design and Implement a Safe School Action Plan

(Adapted from Currie, et al., 2019)

Note to Facilitator: *While this activity is for young people, it is critical that other people at your school (e.g., teachers, principal, parent teacher committees, education leadership, and others) are also active in strengthening safety in the school through shifting social norms. For change to happen it requires everyone to be involved.*

Purpose: To develop a Safe School Action plan with young people, which addresses harmful social norms and helps create a safe school for young people.

Materials: Flip chart papers, tape, coloured markers, crayons, and paints

Time: 1.5 hours

METHOD: IN PERSON RESPECTING PHYSICAL DISTANCING

Part A: Mind Maps

1. Welcome everyone back.



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2. Invite participants to stand in a circle at a safe distance apart.
3. Post the ideas from the last activities on the wall including the harmful norm young people want to address and positive norms to strengthen. Post the vision maps on the wall as well. Invite participants to re-read the information and look at the images on the maps and flipchart to familiarise themselves with their ideas.
4. Explain that we will now develop a mind map. A mind map is a tool to help reflect more deeply on the actions you want to take. We will use it to look at the actions we want to take to realise our visions and to address the harmful social norm to create safe supportive schools.
5. Explain that the group will use a mind map to identify the actions they want to take and explore how to put them into reality.
6. Break young people into groups of 4-5 people and provide each group with a piece of flipchart paper.
7. Invite each group to take five minutes to discuss what their vision for action is. Think of your vision maps and the activity you participated in to create safer classrooms/schools. *What vision would you like to take forward?*
8. At the centre of the page each group can write their vision.
9. Next, post a flipchart with the following questions on the wall:
 - *What resources will you need to turn this vision into a reality?*
 - *Who will need to work with you? Support you?*
 - *What strengths do you already have that you can draw on?*
 - *Who will join you in your Action and when?*
 - *What types of activities can we use?*
 - *What potential challenges do you need to address?*
10. Invite each group to work through the Mind Map and questions, adding layers of ideas.
11. After 15 minutes, invite groups to lay their mind maps on the floor in a carousel (shape of a circle at a safe distance apart).
12. Ask groups to walk around and read the ideas from their peer groups.
13. Invite groups to ask questions and learn about one another's mind maps.
14. After 5 minutes, to add more pieces to their mind map to ensure all ideas are included.
15. After 5 minutes are up, invite groups to share their mind map back with the larger group in 2-3 minutes.



Part B: Safe School Action Plan

16. Explain that now, based on the mind maps of the small groups, you will create a Safe School Action Plan together. If there are 1-2 ideas that struck the group as really exciting, talk about how you can combine these for your Safe School Action Plan, incorporating other great ideas from other mind maps. If there are a few different ideas, and the whole group feels confident that they can work on more than one Action Plan, please go ahead. Alternatively you might discuss how you can complete one Action Plan and then move onto the next. Remember norm change takes time, and may require multiple projects or strategies.
17. At the front of the room, write the following sub-headings and discuss with young people what they want to do. If there are Include the following information:
- **Name of the Safe School Action Plan:**
 - **Name of Group:**
 - **Start and Finish Dates:** *When do you want to start and finish your Safe School Action Plan?*
 - **Location:** *Where would the Safe School Action Plan be implemented?*
 - **Vision / Goal:** *Why do you want to do this? State the vision or goal.*
 - **Challenging Norm(s):** *What harmful social norms does this address? Write the norm you have selected to work on.*
 - **Positive Norms:** *What positive norms can you build on?*
 - **Step-by-Step plan:** *What are the different steps involved in this Action Plan and what kind of timeline would it follow? Write out a step-by-step plan, including the people responsible for each step and the timeline associated with each step.*
 - **Resources:** *What resources will you need? Think through all of the things (e.g., people, funds, materials) that you will need to do this activity.*
 - **Budget:** *What is your budget? If there is a budget associated with your plan. Are there resources to cover this?*
 - **Progress Markers:** *What are the short-term changes you want to see as a result of your Plan? Explore what they would Expect, Like and Love to see as a result of the Action. Think of things like the number of people, what kind of personal or school change, etc.*
18. Close the activity congratulating everyone on their plan and wishing them luck as they take it forward.
19. Invite them to post the plan somewhere safe (e.g., if safe on the classroom/club wall) so that they can check in on it regularly.



Note: Supporting young people to coordinate and implement the Action Plans can take time. Ideally young people can take the lead, with adult support when needed. As mentioned, young people may want to work on multiple Action Plans, and it will be up to you to determine the best way to coordinate this.

Ideas for Taking Forward your Vision with Creative Action (Adapted from Equitas, n.d.):

Art: graffiti, theatre, music, poetry

AV (Audio Visual): film, cellphilms, photo, podcast

Print: brochures, posters, zines

Digital: blogs, vlogs, social media, video games

Events: sports tournament, youth forum, community bbq, photo exhibit, conferences

Workshops: trainings, teach-ins, skill sharing

Campaigns: petitions, media campaign, canvassing

Mentorship: role models, youth mentors, intergenerational mentoring

Alliances: rallying allies, networks, meeting with key actors



Module 4: Going Forward: Reflecting on What We Learned and What We Will Continue to do in the Future

What's included in Module 4: Going Forward: Charting Social Norm Change into the Future
Tip Sheet 4.1: Social Norm Change Takes Time: How to Persevere
Activity 11: Rose, Bud, Thorn
Activity 12: Celebration and Share with your School

Tip Sheet 4.1 Social Norm Change Takes Time: How to Persevere

Time: 1.5-2 hours

Review - Social norms are informal rules that guide behaviour

Social norms are informal rules that guide behaviour. These normative influences are often below the surface or hidden, yet they are powerful. Cialdini et al., (1990) describes two kinds of norms, descriptive (beliefs about what people do) and injunctive norms (and how well their actions are accepted by the group). People follow social norms for different reasons, but often because they expect a social reward for following the rules and avoid punishments for breaking them (Cislaghi & Heise, p.20).

The impact of these norms is often subtle, but meaningful. In trying to understand the impact of social norms, we look to 'reference groups', or the people whose judgments people care about and follow (CARE, 2017). We can also understand norms by looking at the sanctions that occur when someone breaks them, as a way to understand the influence of reference groups. Sanctions are defined as the anticipated opinion or



reaction to the behaviour and we care more about the sanctions of those whose opinion matters to us (CARE, 2017).

Reflection Time:

What is the most interesting thing you have learned about social norms? What has surprised you the most?

Moving forward - What should we keep in mind about shifting social and gender norms?

Changing behavior can be challenging, it takes time and patience and there may be backlash. Social, gender and cultural norms are often unspoken, but are enforced in subtle ways within different spaces. It helps to:

- Identify and name them
- Challenge them
- Differentiate them from individual attitudes and beliefs
- Recognise the space where norms occur and notice they will vary.

Persevere. Making changes with yourself, your peers and your local area and then working out from there appears to be more effective, that is a bottom up rather than a top down approach.

Connect. Connect with others who are trying to make change too. Share ideas, struggles, successes.

Be patient. realise that change takes time.

Appeal to heart, heads, and hands. (Crutchfield, 2018).

Changing social and gender norms takes a long time and this requires patience and perseverance. Norms are deeply embedded. The best results on reducing violence have been on interventions that focus on shifting norms while also engaging in activities to focus on different kinds of interventions.

Once you understand what violence looks like in your school, what kinds of violence occur, who it happens to, where and when it occurs, what events commonly occur before violence erupts, the better you can plan a way forward. For instance, once you know



more about violence experienced within your schools, you can raise awareness about its harm in a general way and make it easy for people to challenge norms around violence (like it will always occur, there is no point in reporting this because they won't do anything anyway, or girls are just weaker). It should be noted that you should keep individuals who are targeted confidential. You want to shift norms without accidentally causing more stigma or harm to any individual or group.

Support prosocial norms or norms that challenge violence or encourage peace. As human beings we tend to overestimate bad events or behaviours and underestimate good ones (WHO & JMU, 2019; Bregman, 2020).

Raise awareness- Support peer-to-peer challenging of stereotypes (WHO & JMU, 2009). You can do this by using curiosity on perceptions on facts, for instance if someone suggested that it is not possible to get rid of violence you can offer a more realistic perception

Support campaigns to alter norms relevant in your area, for example the campaign “real men don't hit women” supported shifting of norms on male violence (Salter, 2015).

One way to affect social norm change is through bargaining. Social norms may emerge from social bargains, i.e. if you behave in this way, you will benefit in this way (Ensminger & Knight, 1997, p.3). Social norms can be shifted by using this logic.

Final Reflections

- Creating change is hard and it requires experimentation to see what works in your location. Keep a record of what has been tried (how it was done), whether it was adapted or could be adapted and what has worked and what has not.
- Change may be slow.
- Keep it up and persevere.
- Each little shift counts, often nudging small change is more effective than calling for broad sweeping change.
- When you find violence make sure you can identify it and find a way to mediate it right away. Make sure you keep young people safe above all else and get them the help and support they need.
- Work across generations, engaging children, young people, adults and Elders in the process.



Activity 11: Rose, Bud, Thorn

(adapted from Currie, et al., 2019)

Purpose: To celebrate your success, chart your next steps and plan how to share your work with the school/community.

Materials: Flip chart paper and markers; 3 colours of paper, scissors

Time: 1.5 hours

METHOD: IN PERSON RESPECTING PHYSICAL DISTANCING

Before the activity starts:

Take 3 different colours of paper, and in advance of the activity, cut out 'roses', 'thorns' and 'buds'. Make them large enough that people can write ideas on them.

During the Activity:

This activity will guide you through the following steps:

1. **WHAT:** Summarize your successes, challenges and key learnings into a few *key messages*.
2. **WHO:** Decide who needs to hear these key messages.
3. **HOW / WHERE / WHEN /:** Plan for the best creative method to share these key messages, including a forum for discussing next steps.
4. **SHARE!**

Part A) WHAT: Summarize your successes, challenges and learning into a few key messages

1. Explain to the group that they will be exploring 3 categories through the metaphor of a rose - successes (roses), challenges (thorns) and key learnings (buds). The activity is described below as a paper-cutting activity, but you can also do this through drama, song, poetry or another art form of your choice.
2. Take some flipchart paper and cut out a rose bush - just a few branches coming up from the ground. As a group, you will add roses (successes), thorns (challenges) and buds (learning) with a brief written description of each one.
3. Questions to guide each category are the following:
 1. ROSES - Success: *What went well? What are you most proud of that your group has accomplished?*



2. THORNS - Challenges: *What challenges did you face along the way? Who were these experienced by the most (all youth, genders, other)? What did you do to try to deal with these challenges?*
3. BUDS - Learning: *What did you learn from exploring social norms? What would you do differently next time? How could you plan for and deal with the challenges next time? What opportunities have come up through the project? What possibilities need growth and nurturing?*
4. Once you have brainstormed all of your roses, thorns, and buds, summarize these into the key messages that you can share with your school and community.

Part B) WHO: Decide who needs to hear these key messages.

Work together as a group to explore who you may want to share your learning with? Who might benefit from and/or want to learn more? (e.g., peers, teachers, parents/guardians, community members) How could the information support future decision-making?

5. *Who would benefit from learning about this?*
6. *Who needs this information for their work with young people?*

Part C) HOW / WHERE / WHEN: Plan for the best creative method to share these key messages, including a forum for discussing next steps.

1. *What is the best format for sharing the key messages (written, in person, creative)?*
2. *What creative methods could we use to share this information?*
3. *Are there any existing school meetings or forums where you could ask to present?*
4. *Are there online communities that would be interested in learning about some of the actions you have taken in your schools?*
5. *Look at your various audiences and ask, 'will we need to develop a few different sharing methods to reach each audience in an effective way?' For example, you might share your learning differently to a classroom of ten year olds than you would to a child protection social worker.*

7. SHARE WITH YOUR SCHOOL/COMMUNITY!

Consider:

- *Who? Who would we like to invite to our celebration? Think about the different levels of the social ecology model: family, friends, teachers, community members, government officials, etc.*



- *Where? Where would be a convenient place to hold sharing events?*
- *When? What is a good time and date?*
- *What? What do you need to develop or bring with you to help present your idea? What can you provide, such as snacks and water, for school/community members?*
- *How? How will you facilitate the process? How will you share your ideas?*

Activity 12: Celebration and Share with your School

(Adapted from International Institute for Child Rights and Development & Films for All, 2020)

Purpose: To celebrate the participants' achievements and showcase some of the work they have produced with the school, and plan for next steps.

Time: 1 hour

Materials: Certificates, Snacks and any other materials that are relevant for your group

METHOD: IN PERSON RESPECTING PHYSICAL DISTANCING

PART A: Celebration

1. Invite the participants to come together to celebrate the work they have done.
2. Ask each group to spend 30 minutes preparing a video, skit, piece of art, story, song, etc to showcase the successes and learnings from their Safe School Action Plan.
3. Set up chairs, decorate the room, have celebratory snacks if it is safe to do so.
4. Invite each group to take 5 to 7 minutes to present.
5. Conclude the activity by inviting participants to stand in a circle (at a safe physical distance).
6. Invite each participant to share one thing they are proud of and one thing they plan to do going forward.
7. If you are planning on implementing another Action Plan or revise your current Action Plan, discuss your next steps together.



8. Offer certificates to each participant, if it's appropriate at this time, alternatively this might be best to do this at the end of a semester or end of the year.
9. Close the circle by thanking everyone for their sharing. If the group is meeting again to continue to work together, plan your next meeting.

PART B: Share with your School

1. Based on the plan you created in the previous activity, share your learning with the school community, in a way that works for your group.
2. This is a great opportunity to engage more children and young people and invite them to your group! These young people might be keen to be engaged in your next steps
3. Showcase how the work will continue and your goals, ideas and next steps.

This will look different for every group. The goal is to inform and engage a broader group, so you can do this in whatever way feels best.



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Appendix

Appendix 1: Module Documentation Form

Please use this form to record your notes for all Activities in the Guide, and provide a summary to the Facilitator at the end of each Module.

Module Documentation Form	
Name of School:	
Date and Time:	
Name of Note-taker:	
Name of Facilitator:	
Name of Adult Ally:	
Number of Participants: (Include gender and age range)	
Reflections on the Activity	
<i>be sure to capture the quotes, words or stories used by participants wherever possible.</i>	
Name and Module:	



<p>Highlights:</p> <p><i>What was the most important thing that happened during this Module for the group?</i></p> <p><i>Please describe any key points you think should be noted about social and gender norm change.</i></p> <p><i>If there is anything specific about age, gender, ability or diversity please note this.</i></p>	
<p>Additional Comments, Lessons Learned or areas for follow-up?</p>	

Appendix 2: How to Stay Safe- Safeguarding Considerations for Adult Allies and Adult Facilitators Working with Young People

Note: This has been adapted from Moving Towards young people as Partners in Child Protection in COVID-19 Guide: From Participation to Partnerships, [Module 3 Ethics and Safeguarding during COVID-19](#)

Safeguarding Policy

Please follow this link and review the [Tdh Child Safeguarding Policy](#). If you have not already, please fill out Appendix 1 (Code of Conduct).

Three things we can do to ensure young people’s safety and well-being during this process:

1. Build relational safety

- Much of the focus on safety during a health pandemic is on the immediate goal of ensuring young people’s physical safety (such as washing hands and physical distancing) to stop the spread of disease. For participatory work during the pandemic, building relational safety is particularly important; providing a warm, trusting, positive and stable relationship for children and young people with a key adult who applies boundaries consistently, communicates sensitively to the child and expresses their care for and understanding of the child’s perspective. While ensuring young people’s physical safety during the pandemic, building relational safety for young people helps unlock positive long-term outcomes such as young people’s re-engagement in education or in decision-making that affects their lives; increasing their self esteem and their long-term psychological safety.
- Build relational safety by having regular ‘safety’ check-ins with young people at the beginning or end of activities where a key worker listens carefully and responds sensitively to the young people.

2. Ensure provision of mental health and psychosocial support



In the Guide, regular opportunities, including art and play-based methods, for young people to reflect on and enhance their psychosocial well-being during activities are incorporated. This supports space to reflect without words. Other ways to ensure support are:

- Establish a point person that young people can speak to if they are experiencing difficulties and need support. This might be a community elder or counsellor, or someone on your staff who is trained to support young people's mental health needs.
- Ensure referral pathways are up to date, including the existence of any child helplines and taking account of the changes to service provision during COVID-19.
- Review referral pathways with young people to identify any additional sources of support that adult service providers may be unaware of.
- Work with referral sources to encourage them to follow up with young people who are making calls or visiting them for support.

3. Engage children and young people in assessing strengths and risks and safety planning

Although it is common practice for staff to undertake a risk assessment of a project before it begins, it is particularly useful to [involve young people in assessing strengths and risks](#):² a) during a pandemic with restrictions on movement of people; and b) while using different multimedia methods. Young people may be more aware of the risks in their communities than project staff are. Involving young people in assessing strengths and risks:

- Helps to identify risks and protective factors that project staff may not be aware of;
- Enables risk registers or safety plans to respond to the changing environment;
- Builds trust between adults and young people through active listening and a collaborative planning process.

Safeguarding, Technology and COVID-19: Key considerations to ensure young people's safety during the BLANK

Safe behaviour online

² See [Tool 3.3: Involving young people in Assessing and Responding to Risks and Resources for how to undertake a participatory strength and risk assessment with young people.](#)



Though groups will be meeting in safe ways in person during this project, adults or young people may engage in online spaces for some elements of the process. Consider a few key points about safe behaviour online:

- Ensure questions are not asked about young people's home lives or immediate surroundings. It is recommended to NOT ask questions that directly ask about violence against children and young people during lockdown.³
- All websites, phone lines, and platforms where children and young people are commenting or sharing information, photos, and stories are regularly moderated by staff (i.e. staff check that content and behaviour online adheres to all guidelines) to maximise safety and privacy and minimise risks. All interactions are on official, auditable channels. Where concerns of harm or abuse are identified, reporting procedures are followed.
- Robust and clear procedures for reporting and responding to harm or abuse exist for each digital platform or product. These take into account local laws, cultural norms, and the availability of protection services.
- Build relational safety by having regular 'safety' check-ins with children and young people at the beginning or end of virtual sessions where a key worker listens carefully and responds sensitively to the child.
- Make use of chat or comment box facilities when organising group activities with young people, asking young people to use the chat box to indicate any kind of safeguarding concern or question (i.e. if they are becoming upset or are triggered by the activity). Inform them how to message the host or whole group. An adult facilitator will need to monitor the chat box and respond directly to young people raising concerns.
- Appropriate and accessible guidelines are developed for users of digital platforms and products. These explain: the purpose, content, and intended users of the platform/ product; expectations regarding posting, speaking, commenting on the site or platform and consequences for misuse; and how to enable or use safety and privacy features. The sufficiency of these guidelines should be reassessed for the project.

Responding to disclosures and allegations of child abuse during COVID-19

- If a case of abuse is reported or disclosed when physical distancing restrictions are in place and during participation activities, those cases must be referred to

³ See this Discussion Paper for further guidance: Berman, G. 2020. [Ethical Considerations for Evidence Generation Involving young people on the COVID-19 Pandemic](#). UNICEF - Office of Research Innocenti Discussion Paper. April 2020.



trained case workers, who will follow up on the processes below. Those engaged in child participation activities should follow established child protection and gender-based violence referral mechanisms and protocols (see example) to safely and carefully refer children and young people who report an incident/ problem. The most likely and preferred focal point for referrals would be a child protection case worker.

- Seek the views of the child victim/survivor (where it is possible to establish safe, direct contact) on their situation that will inform a risk assessment for responding to the report of abuse. It may be useful to connect to child helplines to identify services that might support the child victim/survivor.
- Refer to the following resources for more information on Handling Disclosures:
 - [Technical Note: Adaptation of Child Protection Case Management to the COVID-19 Pandemic - Version 2](#): provides considerations for adapting child protection case management interventions to the COVID-19 pandemic, building on existing response action from several countries and case management task force agencies.
 - [How to support survivors of gender based violence when a GBV actor is not available in your area: A step-by-step pocket guide for humanitarian practitioners with a section on supporting children and young people under 18 years.](#)

Voluntary Informed Consent

When and how to obtain consent for the project:

- When: As each local context during COVID-19 may change rapidly both for children and young people and project staff, it is recommended that voluntary informed consent is addressed regularly (at each point of change, i.e. COVID-19 public health policies restrict gathering). It is useful to think of consent as an ongoing conversation that you have with young people (and their parents/carers). Consent should be sought from participants before all activities begin, in person or online, and reconfirm again at the beginning of the activity.
- You can document consent by asking young people and their parents/carers to sign consent forms and you can digitally record their verbal consent if physical distancing is required or young people and/or their parents/carers have low levels of literacy. Signed consent forms or recordings of consent should be kept securely.

Key considerations for the project consent process:



*Co-funded by the Rights, Equality and Citizenship Programme
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- Children and young people using multimedia platforms must be given the opportunity to understand and agree to a specified use of their personal data. This consent should not be assumed based on their consent for other activities (e.g., for their photo to be used in media activities). Likewise, young people's use of a commercial platform does not imply they understand the risks associated with all new activities on the platform.
- Consent conversations with children and young people should include an assessment of the need/benefit of sharing information that is balanced against potential risks, before consent is given by young people for use of their data.
- Active consent must be captured in a way so that consent is not the default option.



Appendix 3: Informed Consent Forms

Please refer to the information in the Informed Consent and Children section below, and distribute/ have the ‘Parental Consent’ and ‘Use of Personal Data’ forms signed as appropriate.

Informed Consent and Children

Tdh Q Data Protection Working Group - October 2017

Informed consent and children

A balance between child participation principle and best interest principle:

The **child participation** principles, which outlines the importance of giving children and adolescents the opportunity to express their view “**must be balanced with protecting their best interest, safety and wellbeing**”. We must always safeguard from potential harm which can occur from involving them in any data collection process.

As for the adults, seeking consent from children and youth involve a series of principles, “consent”:

- Involves an explicit act
- must be informed
- must be given voluntarily
- must be renegotiable (including possibility to withdraw it at any time)

Informed consent of parents and caregivers and the child

If children are under the legal age of consent, **permission is required from their parents or legal guardians**, we mean the person who is responsible for the child (immediate family, legal representative, or other familiar third party or close relative). In this instance, it is advisable to find out what the national legislation foresees about **adulthood age** is (e.g., in some contexts, individuals are considered adults, and therefore responsible, at the age of 15 or 16);

Since the data collection planning stage, **Parents and or caregivers must be informed, and probably reassured**, in order to overcome resistances. This does not mean that the child/participant is excluded from negotiations. **We must also look for the informed consent of the children**. Children must also be given explanations about the **objective** of the study, the **methods and processes**, the **topics**, what the data will be **used** for and how it will be managed, the **importance of their participation** and about **confidentiality** measures, in terms **easily understandable** by them.



Informed consent procedures should be adapted to the emotional and cognitive situation of the child:

Children’s **emotional and cognitive maturity**, “capacity to **make and understand decisions develops as they grow up**. They must have the opportunity to express views and make choices **in a way that is appropriate to their understanding**” (...) They must be able to make an independent decision **without any pressure**”⁴. When working with children, do not use scientific or formal jargon, and try to translate your ideas into very simple terms. Do not hesitate to rely on innovative methods of informing children (photographs, drawings). It helps to **ask them to repeat back to you, in their own words**, what you have told them, to ensure that they have understood. They must understand that, as for the adults it is possible for them to **withdraw from the research at any time**. “In this last respect 'informed consent' might be better termed 'informed dissent'. No participant should be cajoled, persuaded or intimidated into giving consent. NO means NO! “⁵ Be very careful: “the nature of power relations between adults’ and children means that it can be difficult to ascertain that children’s consent is given freely... Children may potentially feel constrained or empowered by their parents’ consent or lack thereof.”⁶

The procedure could be as follow⁷:

- Introduce **yourself as a person rather than as a status**, a role or a function;
- Explain the **purpose** of the study;
- Inform children about the **importance/relevance** of the study;
- Inform children **how they will be involved**, how much of their **time** will be required, and how **confidentiality** will be ensured;
- Inform children what **kind of information** would be collected, **how** it will be collected, and how it will be **used**;
- Make sure children really do **understand** what you have told them by asking them to **repeat back** what you have told them;
- Give children **time to ask questions or raise concerns**;
- **Listen** to children;
- Make sure children **know that they can stop** taking part in the research at any time;
- Make sure children understand that you are making **no promises** about improving their conditions of life

⁴ Horizons Population Council. IMPACT Family Health International. (2005). *Ethical Approaches to Gathering Information from Children and Adolescents in International Settings. Guidelines and Resources. page 3-4*

⁵ Regional Working Group on Child Labour. (2002). *Handbook for action-oriented research on the worst forms of child labour including trafficking in children*, p.30

⁶ Graham, A., Powell, M., Taylor, N., Anderson, D. & Fitzgerald, R. (2013). *Ethical Research Involving Children. Florence: UNICEF Office of Research – Innocenti*, page 58

⁷ Regional Working Group on Child Labour. (2002) *Handbook for action-oriented research on the worst forms of child labour including trafficking in children*. See 'Traffic light' technique for seeking the informed consent of children, page 117, 118.



It is important for children to understand why you want to interview them and the expectations that accompany being an interview participant.

From an ethical perspective: children must be allowed to make their own decision about participation regardless of parental consent and they must understand that they can withdraw from the study anytime.

From a methodological perspective, helping children understand the purpose of the data collection exercise will contribute to decrease the power differential between them and the moderator or interviewer, build trust and reduce bias (Gibson, 2007)

Special situations and challenges:

It is fundamental to maintain these ethical standards in situations where we work with **unaccompanied children and adolescents**, who are without a parent or a caregiver, or those who are **not protected by an effective legal system** because they are on the move, have a refugee status or are marginalized socially. When a child or an adolescent does not have a legally responsible adult to look after their interest, when they are living in circumstances of armed conflicts, severe poverty, famine, “they **face increased risks with no guarantee of safety**. In such circumstances, investigation teams must be **extremely sensitive to the nature of their activities and question** whether it is appropriate to contact children⁸. It is critically important that the primary factor in deciding children’s participation in research is the **best interests of the individual child**⁹. Do not forget: seeking informed consent is a matter of **ethics, legality and rights**.

Questions:

- How do you proceed generally when collecting data from children in **detention centers**? Who is the **legal guardian**: the parents or the authority in charge of the detention centers management?
- How have you proceeded the last time that you interviewed **unaccompanied children**?
- How do you feel about asking youth / children to **sign formally** an informed consent **written form**? Couldn’t it raise suspicion? break trust? Should we always ask respondents to sign a form? Please do consider the following **criteria/circumstances** to be considered in the light of your working environment:
 - Bureaucratic repressive political environment
 - level of literacy of participants
 - Persistence of oral culture - processes and mistrust for written process
 - Legal framework

⁸ Horizons Population Council. IMPACT Family Health International. (2005). *Ethical Approaches to Gathering Information from Children and Adolescents in International Settings. Guidelines and Resources*, page73.

⁹ Horizons Population Council. IMPACT Family Health International. (2005). *Ethical Approaches to Gathering Information from Children and Adolescents in International Settings. Guidelines and Resources*, page 66.



○ ...

Do not hesitate to raise your question to Tdh CPiE specialist, transversal protection, Protection special programme focal point, to Tdh Q&A unit or to the Risk unit.

EXAMPLE OF PROTOCOL

Ethical Approaches to Gathering Information from Children and Adolescents in International Settings

BASELINE SURVEY: Questions for youth aged 10-14

INTRODUCTION: Hello! My name is I'm here for a study on behalf of XXXX, who are providing services here in [insert name of community] like [insert name of local services].

PURPOSE: We're talking with adults and children here to get information about their lives and how XXXX can provide them with support, especially in difficult times. The information we obtain will be used to assess how the services are going, and how XXXX can improve them.

IDENTITY AND INVOLVEMENT: I have already been talking to your parent/guardian about these things, and now we would like to try to understand what you think. So, I would like to know if you are [insert selected child's name]? Have you been interviewed in the past two weeks for this study?
Proceed only if identity is correct and no previous involvement.

FUNDING SOURCE: *Consider if it's appropriate to mention:* These services are being provided by XXXX, whose local partners are [insert name of local partners].

PROCEDURES INVOLVED: We would like to ask you some questions, in an interview which will take about XXX minutes. I would like to talk to you alone, but if you like, you can ask for a parent or guardian to be present at any time.

RISKS: Some of these questions might talk about things that some people find quite personal or may be difficult to answer. If any of the questions make you feel uncomfortable or you don't want to answer them, you do not have to.

ABILITY TO SAY NO: Remember, you do not have to talk about anything you don't want to. This will not affect your ability to receive services now or in future. However, I would really appreciate it if you would answer the questions honestly and openly, so that we can find out what young people here in [insert name of community] really think. Your answers will be very important to us. We would really appreciate any help you can give us in finding out about children here. Do you have any questions about any of the things I have just said?

WHAT WILL HAPPEN WITH THE INFORMATION: We'll be asking children from different places all over the country the same questions. When the survey is finished, we will collect all the responses we have received here in [insert name of community] and keep them safe. Someone in the office will add them together. You will be able to find out about the results by contacting our partners here, like [name local partners, and make sure this individual knows how to contact them if they want to].

CONFIDENTIALITY: If you agree to take part in this interview, the things you tell me will be confidential. That means they will be private between you and me. I am not going to write down your name. If you agree, you



can indicate your agreement by making a mark here. If you share anything that puts yourself or others at risk I will need to tell someone who can provide support. I will tell you what I am doing so that you can be a part of the follow up. Alternatively, I can sign here to say that I have witnessed your agreement.

SEEKING COMPREHENSION: Do you have any questions about any of the things I have just said?

SEEKING VOLUNTARY AGREEMENT: Are you willing to participate in this interview? Do you want a parent or guardian to stay with us while we are talking?

In case of any queries contact:

Local Principal Investigator XXXX, Tel: XXXX or

Chairperson, Local Research Ethics Committee, Tel: XXXX

Youth/child agreement ! Adult present?
(Specify who)

Witness Date



Parental/Guardian Consent Form. *

Parent/Guardian and student consent for participation in activities within

.....

Terre des hommes is an organization that aims to provide support to children, their families and communities in emergency relief and development contexts. We are organizing/supporting activities.....

..... involving and including participation of your child.

Therefore, before starting this collaboration, we need your consent, and also some important information from you to ensure that your child can participate safely and his/her welfare can be ensured. All information will be kept confidential and only shared with adults who need to know to make sure that your child is properly cared for.

For the purposes of activities subject to this consent, **a child is defined as anyone who is under 18 years of age**. Our organization’s guiding principles dictates that in all situations **the best interests of the child is of the utmost importance**. This means that in all actions and decisions we must consider the needs and rights of the child as the critical issue.

Full Name of the Student/Child		School/Municipality	
Gender		Grade	
Ethnicity		Teaching Assistant	
Full Name of the Parent		Activity	
ID Number		Activity Date	
Contact Number		Activity Time Schedule	

* See "Child Safeguarding Policy (version 2.1. 2015) - Appendix X



This document, signed by the parents/guardians, aims to give the consent regarding his/her participation in the activities organized within implemented/supported by Terre des hommes in Kosovo in the / location /.....

This harmonized cooperation has a positive impact on the child's performance (learning / achievement) and has a significant impact on improving the quality of academic performance, psycho-social wellbeing, knowledge and social inclusion of children in intercultural diversity in society and in school.

Activity Consent *(Please tick as appropriate):*

- I/we give my/our consent for my/our child (name of child) to travel to and participate in Tdh activities.
- I/we authorize Tdh to be responsible for my/our child during these activities and authorise them to make decisions concerning any emergency medical treatment for my/our child which may be required during this trip.
- I/we affirm that I/we have full authority to give the consent provided for in this document.
- ✓ Informing parents/guardians on activities organized withinthe activities aiming to improve the quality of academic performance, psycho-social well-being, knowledge and social inclusion of children in intercultural diversity in society,in school, personal and emotional social development of the child.
- ✓ Informing the child about activities organized within the aiming to improve the quality of academic performance, psycho-social well-being, knowledge and social inclusion of children in intercultural diversity in society and in school, personal and emotional social development of the child.
- ✓ I/we understand that by signing this document, I/we give permission for my/our daughter/son to take part in this activity and at the same time release Tdh from liability in case of an accident and/or illness if this has occurred outside of Tdh's control, during her/his participation in this activity.



Emergency Situation

In the event of any emergency situation, parents/guardians of the child **MUST** be contacted immediately, or as soon as possible.

Medical Emergency

In the event of a medical emergency, immediate medical help should be sought.

Thus, this consent is considered valid with the signature of this document. **Ensuring that children/parents have emergency** phone numbers all times during activities, including the name and number of the Terre des hommes Child Safeguarding Focal Point

Police: 192,

Health: 194,

Child Safeguarding Focal Point, Naim Bilalli, tel-045 20 14 31

I/we confirm that I/we have read and understood the Parental Form, and agree to abide by its contents. Name of the child

.....

Date at

.....

Name and Signature (*names of parent(s)/carer(s)*)

.....



Consent on the Use of Personal Data

The Terre des hommes Foundation (Tdh – Helping Children Worldwide) guarantees the respect and rights of people ensuring that their data is treated confidentially, securely and only for the purpose mentioned below.

- 1. What** – Explain the overall purpose of the project or program
- 2. Why** – Context of the implementation of the project
- 3. Who** – list the actors (name / address of the headquarters) involved (partners, donors, etc.) while mentioning the controller (the one who decides on the purpose and means of the processing of personal data)
- 4. How** – Explain how the data is to be processed: ‘Your data will be collected via System X, etc.’ and what data (name, age, family ties, origin, etc.)
- 5. When** – Indicate when the data is to be processed (most likely during the project)
- 6. Data transmission** – Indicate all actors (partners, software providers, countries etc.) who will receive the data

Try to avoid servers based in the US or make sure there are contractual clauses allowing for the secure transfer of data and guarantees that Tdh is the owner of the data.

- 7. Archiving** – Indicate how long the data will be stored in accordance with legal requirements and those of the donors (for auditing purposes). Mention that the data will be deleted after a defined period (in days/weeks/months).

It is essential to ensure that procedures involve the deletion of the data after the deadline specified.

- 8. Rights of the subject**– the person concerned has the right to access or correct any data about him/her at any time. The person concerned can also decide to refuse consent to the use of his/her data at any time or request it to be deleted. Nevertheless, the last two rights will be in force according to the obligations of Tdh and of the requirements of the person concerned.

All requests may be sent to: delegation address or email, etc.



In addition, the person concerned may at any time lodge a complaint to the data protection officer from his/her country for unlawful processing of his/her data.

PLEASE FILL OUT, DATE AND SIGN THE DECLARATION BELOW



Declaration

I (First name....., Family name.....) certify to have read and understood the information contained in this document, Consent on the Use of Personal Data.

I confirm that I have received and understood all required explanations.

By signing, I agree that my data, collected in the context of the project/program, will be processed for the purposes mentioned above.

Date:

Signature:



Appendix 4: Shifting Norms around Violence Against Children in Schools Guide Training

Dates:

Times:

Facilitated and Coordinated by:

Location:

Online Tools:

Training Objectives:

- To engage in reflective practice and enhance knowledge on social and gender norms around violence against children (VAC) in Schools
- To develop familiarity with the Modules of the Shifting Norms around VAC in Schools Guide
- To develop skills and gain confidence to facilitate training using the Shifting Norms around VAC in Schools Guide with children and young people

Training Length:

- This is a 3-day training, which can be organized in person, over the course of 3 full days, over 4-6 shorter sessions in person or online.

Please note: *Activities are designed to support workshop objectives. Activities will be adjusted based on key learning moments, dialogue, and process of the group to best acquire knowledge and skills for facilitating sessions with young people. Timing for this schedule will be modified throughout.*

In advance of the Training, please complete the following tasks:



- Come prepared having read through the relevant sections of the Guide (please read the introduction section in full and familiarize yourself with the full Guide) and ready to engage and learn with your peers.
- Watch 2 of the TED Talks on the Research this project is based ([ChildHub Conference Recordings: Social and Gender Norms Related to Violence in Schools – Regional Research Results | ChildHub - Child Protection Hub](#))
- Review Tdh’s Child Safeguarding Policy and Safeguarding Documents (see Appendix 2 in Guide)
- Review [E-module](#) on Shifting Norms Around Violence in Schools
- If online: Post a picture and introduce yourself on a Padlet (*Name, Country, Role, Fun Fact*)

Day 1: Introduction to the Guide on Social Norms and Violence Against Children in Schools

Time	Activity	Purpose	Key Person Responsible	Documents from Training of Trainers for Adaptation
(45 minutes)	Welcome, Introductions, Housekeeping, Overview of Schedule, Activity 1: Setting our Norms Agreement, Secret Buddies	To Welcome Everyone to Workshop. To get organised for the Training.		PPT Schedule https://jamboard.google.com/d/1FHkWyvGwl3Szt9lgkins68iYOW-891DaJWgnUbf_nL4/edit?usp=sharing
(30 minutes)	Focus on why schools may want to support shifting social and gender to address violence against children and provide an overview of REVIS project and Research	To provide an overview of the REVIS project		
(15 minutes)	Energizer	To refresh energy		
(30 minutes)	Overview on the Research Study on VAC in Schools in SE	To provide an overview of the		PPT on Research Summary



	Europe (country specific)	research behind the project		
(30 minutes)	Child Safeguarding	Overview of Safeguarding (Appendix 2)		Ensure the teachers have signed the Safeguarding Protocol and have clear maps of support services and referral processes in their own school. <i>If this doesn't exist, add more time to this session to map out services of support.</i>
(20 minutes)	Overview of the Guide	To provide an overview of the Guide		PPT https://docs.google.com/presentation/d/1MGFSc1cE0s8TvrhICa1dsVRx3Z9TgGjpv5NgpeNlqpE/edit?usp=sharing
(15 minutes)	Energizer	To rest and recharge		Invite others to sign up for following days Sign Up
(1 hour)	Facilitation 101 *how to deal with sensitive/difficult situations”	To strengthen our knowledge and practice to facilitate		https://drive.google.com/file/d/1yaI1p5CziTTxv2IVWYt67ohvxmyt2OEC/view?usp=sharing Jamboard
(60 minutes)	Energizer and Lunch Break	To rest and recharge		



(30 minutes)	Intro to Contextualising Activities for your setting and COVID-19 -contextualizing for the context -contextualizing for Covid-19	To learn how to contextualise the activities in the guide		Jamboard https://jamboard.google.com/d/18aacUjcf723ybFbW4fTWzsJWfP0kokGm3Pr_o_wAP5w/edit?usp=sharing
(50 minutes)	What are social norms? (Tip Sheet 1.1)	To explore social norms		PPP Jamboard
(15 minutes)	Planning for Co-facilitation of the next days activities with your partner	To group teachers into pairs to practice co-facilitation		
(5 minutes)	Homework Tasks; Close <ul style="list-style-type: none"> 20-30 minutes reflection: <i>What are your own biases and roadblocks? What are the strengths you see?; write a 1 page journal entry</i> 	To close the day and prepare for homework		Handout https://docs.google.com/document/d/15yo6mZFMFUKVWSb2si0O356ymkjinuGgWr_kNBMJHRMc/edit?usp=sharing
(15 minutes)	End of Day Assessment Head, Heart, Hands	To assess our day		Jamboard https://jamboard.google.com/d/12HDCZ7pNFa4Tb9nBxOltUPXRv08TxWPI-MTkxwkuuXY/edit?usp=sharing
Total 7 hours				

Resources for the day - Training manual and e-modules, markers, flipchart, Jamboard and Google Doc links



Day 2: Digging into Module 1 and 2

Time	Activity	Purpose	Key Person Responsible	Documents from Training of Trainers for Adaptation
(15 minutes)	Welcome back Energizer & Reflections on previous day & Homework	To welcome everyone back		
(45 minutes)	Looking After Ourselves	To reflect on what makes us feel well and supports us when we are leading trainings		Nurturing our wellbeing Take picture of your top 3 and share with group
(45 minutes)	Module 1: Overview and Tip Sheets What are gender norms and Tip sheet 1.2 Note Taking Form	To be introduced to Module 1 and its Tip Sheets		Slides and Breakout Rooms & Discussion https://drive.google.com/file/d/1KwHbf2w7IKBlxLW9YC5U_tC0n5PAByX/view?usp=sharing
(15 minutes)	Break and Energizer			
(60 minutes)	Activity from Module 1: a sample one to show facilitation: Activity 3: Body Mapping (15 minutes to explain, 30 minutes in small groups, 15 min discussion)	To engage in an activity		Explain activity, and then split them into breakout groups of approx. 3 to work through the Body Map https://jamboard.google.com/d/1KQFBI5bbo0HTRESdQmvYb-zABWN96pTBUIr4HmgNalo/edit?usp=sharing



(60 minutes)	Lunch and Energizer			
(45 minutes)	Module 2 Overview Tip sheet 2 and Activities			Jamboard ; Slides
(45 minutes)	Activity (Facilitated by 2 Pairs)			2 Breakout Groups so that 4 participants presenting at once; Intro and feed forward (Behaviour, Impact, Do BID)
(15 minutes)	Break and Energizer			
(45 minutes)	Planning Forward *opportunity to discuss any challenging issues and plan responses	To plan any details about check-in times or reporting back or ongoing support		Invite them to provide needs before end of workshops
(20 minutes)	Close & Planning for Co-facilitation with your partner	To close in community and plan our homework		Working in pairs instructions for facilitation Tips for quality feedback (feedforward) BID
(10 minutes)	End of Day Assessment	To assess our day		Happy Face Sad Face https://jamboard.google.com/d/12HDCZ7pNFa4Tb9nBxOltUPXRv08TxWPI-MTkxwkuuXY/edit?usp=sharing Or https://jamboard.google.com/d/12HDCZ



				7pNFa4Tb9nBxOltUPXRv08TxWPI-MTkxwkuuXY/edit?usp=sharing
Total 7 hours				
Resources for the day - Training manual and e-modules, markers, flipchart, Jamboard and Google Doc links				

Day 3: Learning Module 3 and 4 and Closing

Time	Activity	Purpose	Key Person Responsible	Documents from Training of Trainers for Adaptation
(15 minutes)	Welcome back Energizer & Reflections & Homework	To welcome everyone back		Add music Mentimetre
(45 minutes)	Module 3 Overview Tip Sheet 3 & Activities	To provide an overview of Module 3		https://jamboard.google.com/d/1ByC75uN6Hwz-9-yGDjQS6L54tRTLSnYrpyJMyE8jVs/viewer?f=0
(60 minutes)	Facilitation Practice (45 min) (15 min Feedforward) (2 groups)	To practice facilitating activities from Module 3		
(15 minutes)	Break and Energizer	To rest and recharge		
(30 minutes)	Module 4 Overview Tip Sheet 4 & Activities	To provide an overview of Module 4		
(45 minutes)	Role Play Scenarios	To practice how to respond to situations		Facilitate Role Play (Freeze tag)



		during an activity		(all turn camera's off except for 2 actors)
(60 minutes)	Lunch and Energizer			
(30 minutes)	Building out Your Schedule with young people	To build out your plan to facilitate activities with young people. To reflect on how others in your school and community might be involved.		Draft Excel templates
(45 minutes)	Presenting Activity Plans and Providing Feedback to Peers *working through any potentially challenging issues together	To share our plans and get feedback from one another		Ask all to submit to google drive
(30 minutes)	Building our Community of Practice	To build out a plan for our Community of Practice		Mentimetre votes and ideas (TBD)
(15 minutes)	<i>Break and Energizer</i>			
(20 minutes)	Rose, Bud, Thorn	To reflect on the strengths, challenges, and budding ideas from the workshop		Jamboard/Padlet https://jamboard.google.com/d/1M_khQPgtAVf0p8qykKAtpATUm8AG7AKDE1FA7hwC41w/edit?usp=sharing
(30 minutes)	Closing Circle, Secret Buddies, and Next Steps	To close in Community. To explore our next steps.		

(10 minutes)	Team Photo and Toast	To celebrate together		If in person, you may consider coordinating an end of day meal or snacks.
Total 7.5 hours				
Training manual and e-modules, markers, flipchart, Jamboard, Padlet, Mentimetre and Google Doc links				

Follow Up Webinars/sessions and/or mentoring/coaching



Implementation Partners 2021



<https://hrabritelefon.hr/>



<https://cim.org.rs/en/>



<https://www.tdh.ch/en>



<https://sapibg.org/en>