

RESPECT AND TOLERANCE



Handbook for trainers



The project „Promote Respect and Tolerance — ProSpecT” is funded by the European Union’s Rights, Equality and Citizenship Programme (2014-2020)

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INTRODUCTION

This Handbook has been developed within the project „Promote Respect and Tolerance - ProSpecT, which was co-funded by Rights, Equality and Citizenship Programme (REC) of the European Union.

The objective of the project is to empower young people to establish healthy, equal and tolerant relationships.

Why is it necessary to work on the topic of equality in relationships?

Having healthy, equal and tolerant romantic relationships during adolescence is one of the most important things for teenagers' well being, health, school attendance and achievement, and self-esteem. They are the foundation for behaviours and self esteem in future relationships.

Unfortunately, these relationships very often are accompanied by violence, which can range from abusive teasing to sexual abuse. Adolescents dating violence is seen by many authors as a serious public health problem. Some believe that this violence is more frequent than in older intimate couples.

By participating in the activities presented in this Handbook the young people will increase their understanding of what is and what is not an equal and healthy relationship, and that would prevent them from becoming perpetrators or victims of dating violence.

The Handbook is designed to be used by schools and youth organisations for implementing activities with young people aged 13 - 18 years.

The Handbook consists of three sessions, each having duration of 90 min. Web application has been developed, providing resources linked to the activities in the Handbook (Link to the application: http://chancebg.org/?page_id=1159)

Some recommendations for the trainers:

Interactive methods are used - exercises, case studies and games.

The training sessions are conducted by one or two trainers - teachers, school advisors, psychologists, social workers, etc. No special professional qualification is required, but experience of working with children at this age would help. The trainer sets the tasks, guides and summarizes the discussions, and monitors how the processes in the group are being developed (activity, motivation, conflicts).

To increase the activity, motivation and communication of the participants, it is good to emphasize that the opinion and ideas of everyone in the group are equally valuable for the group work.

Size of the group - 18-20 participants. All participants and the trainer sit in a circle except when working in small groups or an exercise requires a different arrangement. Sitting in a circle makes all participants equal.

I. Introduction

- *Introductory words of the trainer*

The trainer briefly introduces the project in a language understandable to adolescents.

The second step is to explain to the young people why the training is needed and what its purpose is. For example:

"In this group we will have the opportunity to think about the romantic relationships we enter into. Sometimes they hurt us, but often we accept and tolerate them for a variety of reasons. We will talk about the risks of being in an unfavourable situation, such as suffering humiliation, disrespect and even physical pain, being oppressed and used by our partner as an object and his/her property.

This is a group that will make you more informed about what is acceptable and what is not; it will make you think about the relationships you are in or about those you wil create."

It is very **important** when we present the programme to the adolescence, to emphasize that this is a training, not a therapeutic group. But due to the nature of the topics covered, it is possible for them to make associations with their personal experiences. They should not share with the group personal details and feelings that someone can later misuse.

The adolescents have to understand that we are available and ready to take time and talk about what excites them outside the group, as well as that we could direct them to professionals who can provide qualified help if needed.

- *Introduction of participants, group rules, expectations*

The group is arranged in a circle. Each of the participants introduces him/herself. Sample model for presentation:

<i>I am</i> <i>The most important thing for me in relationships is.....</i> <i>I am here because</i> <i>I expect to</i>
--

- **Rules for group work**

To make the participants feel good during the session it is necessary to set the rules of the group. The trainer invites the adolescence to come up with rules. / *The young people suggest some and the trainer writes them down on a poster/.*

Sample rules: *Listen to each other; Accuracy over time; No judging and insults; Mobile phones – at 'silent mode'; To talk only about what happens in the group*

- **Filling in a questionnaire** /Annex 1/

The questionnaire is filled in at the beginning and at the end of the programme. It is needed to evaluate the results of project activities and should be introduced very briefly.

II. Exercises on the topic

- **“ Myths about romantic relationships in adolescence” - discussion**

The participants are divided into 6 small groups.

Each group receives a thesis (*Annex 2*). For 7-8 minutes the groups prepare arguments to prove their theses. Presentations and discussions follow (no more than 5 minutes each).

First discussion:

- I group: In a romantic relationship, the girl must conform to the boy's wishes.
II group: In a romantic relationship, the boy must conform to the girl's wishes.

Second discussion:

- III group: Sexual intimacy enhances love.
IV group: Love without sex and sex without love are possible.

Third discussion:

- V group: People are jealous when they are in love
VI group: Jealousy is not an expression of love.

The trainer listens to the presentations without interfering, giving assessments or taking sides. He/she summarizes by emphasizing that every thesis is important to be heard, even if we do not accept it.

- **„For the sake of love” - case studies**

The participants are divided into 3 groups. The trainer gives each group a case (*Annex 3*) or asks the participants to access the web application and see the cases there. The participants in the group discuss the case and answer the questions. Each group elects a speaker. When the groups are ready, speakers present group statements to the others.

Case 1

Plamen is in love with Kristina. She, however, does not pay attention to him. She is dating an older boy. Plamen shares his feelings with her best friend, Bilyana. He invites her for coffee to talk about Kristina. Bilyana is good and responsive, Plamen appreciates this and always tells her. Taking her home one night he kisses her, not knowing that Bilyana is actually in love with him.

Questions:

What will happen next? What does this kiss mean - friendship, love, despair or ...? Should Bilyana take the opportunity to start a relationship with Plamen? Is it possible that Plamen loves Bilyana or he just uses her?

Case 2

Rado and Irina have been dating for three months. Rado is madly in love with her. He waits for her after school, buys her small presents, calls and texts her constantly ... All her friends are jealous because he is tall, handsome and obviously very, very fond of Irina. She is happy with him. However, he does not like her friends. He thinks they are stupid and she wastes her time with them instead of being with him. He is jealous of the boys and annoyed by the girls. Today, Stefan, Irina's best friend in class, has a birthday and she promises to go. Rado threatens her that if she goes to the party without him, it means the end of their relationship ...

Questions:

What will happen next? How does Rado show his love for Irina? Should Irina sacrifice her friends in the name of love? Will Irina be happy without Rado? And will she be happy without friends?

Case 3

Sonya and Hristo have been together for several months. He is 17 years old and she is 15. For Sonya Hristo is the love of her life. He is the soul of the company, everyone likes him and it is a lot of fun when they are together. Lately, however, Hristo often says that it is time Sonya proved her love to him by having sex. She is afraid that she is not ready for having sex, but she does not want to lose her relationship with him. Hristo is insistent and one day, when they are alone after a party at his house, he tells her that if they do not have sex, it means the end of their relationship...

Questions:

What will happen next? Is it necessary to have intimacy for love to survive? And is sex enough to keep love? Do we have to make sacrifices to prove our love?

III. Summary and feedback

Everyone is sitting in a circle. The trainer shares in one sentence his / her feelings about the completed activity and suggests to the other participants to do the same following the model:

For me, today was useful because or Today It was the most interesting for me when because What about you?

Date
 School

QUESTIONNAIRE

for researching young people's attitudes towards romantic relationships

Thank you for taking the time to fill in this questionnaire. Please answer what you think would be acceptable in a relationship between a boy and a girl.

Mark only one answer for each question. The questionnaire is anonymous so please answer honestly.

Who do you think should make the decisions about...

	I should decide	We can discuss it, but I should decide	We should make the decision together	We discuss it, but my partner should decide	My partner should make the decision
what friends you have?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
what clothes you wear?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
what you spend your money on?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is it acceptable for you if your boyfriend/ girlfriend ...

	No	It is not acceptable but I would forgive him/her if he/she did	It is acceptable if I have done something to upset him/her	Yes
cheats on you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
touches you even if you don't want to?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
forces you to have sex?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tells you what to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hits you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is it acceptable for you to...

	No	It is acceptable if he/she has done something to upset me	Yes
cheat on your boyfriend/girlfriend?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
touch him/her even if they don't want to?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
force him/her to have sex?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tell your partner what to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hit or push him/her?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In a relationship is it acceptable for you if your boyfriend/girlfriend ...

	No	Sometimes	Yes
goes through your phone?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
phones or texts you constantly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
passes on photos or videos of you without permission?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
leaves nasty comments about you on social networks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
wants to know your passwords for the social networks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you experience any of the above situations and you need help, do you know who you can ask for support?

Yes No

If yes, who will you ask?

.....



Do you feel you know enough about building a healthy relationship?



Yes No

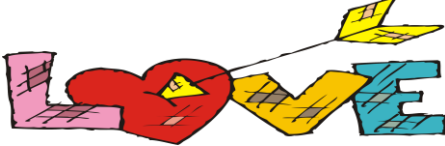
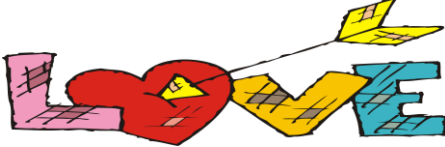
Is there anything else you would like to know about intimate relationships? If yes, please explain




.....

Gender: Boy Girl Age :

<p>I discussion: I group:</p>	<p>In a romantic relationship, the girl must conform to the boy's wishes</p>	
<p>I discussion: II group:</p>	<p>In a romantic relationship, the boy must conform to the girl's wishes</p>	

<p>II discussion: III group:</p>	<p>Sexual intimacy enhances love</p>	
<p>II discussion: IV group:</p>	<p>Love without sex and sex without love are possible</p>	

<p>III discussion: V group:</p>	<p>People are jealous when they are in love</p> 
<p>III discussion: VI group:</p>	<p>Jealousy is not an expression of love</p> 

<p>Case 1</p>	<p>Plamen is in love with Kristina. She, however, does not pay attention to him. She is dating an older boy. Go with an older boy. Plamen shares his feelings with her best friend, Bilyana. He invites her for coffee to talk about Kristina. Bilyana is good and responsive, Plamen appreciates this and always tells her. Taking her home one night he kisses her, not knowing that Bilyana is actually in love with him.</p>
	<p>Questions: What will happen next? What does this kiss mean - friendship, love, despair or ...? Should Bilyana take the opportunity to start a relationship with Plamen? Is it possible that Plamen loves Bilyana or he just uses her?</p>
<p>Case 2</p>	<p>Rado and Irina have been dating for three months. Rado is madly in love with her. He waits for her after school, buys her small presents, calls and texts her constantly... All her friends are jealous because he is tall, handsome and obviously very, very fond of Irina. She is happy with him. However, he does not like her friends. He thinks they are stupid and she wastes her time with them instead of being with him. He is jealous of the boys and annoyed by the girls. Today, Stefan, Irina's best friend in class, has a birthday and she promises to go. Rado threatens her that if she goes to the party without him, it means the end of their relationship ...</p>
	<p>Questions: What will happen next? How does Rado show his love for Irina? Should Irina sacrifice her friends in the name of love? Will Irina be happy without Rado? And without friends?</p>
<p>Case 3</p>	<p>Sonya and Hristo have been together for several months. He is 17 years old and she is 15. For Sonya Hristo is the love of her life. He is the soul of the company, everyone likes him and it is a lot of fun when they are together. Lately, however, Hristo often says that it is time Sonya proved her love to him in practice. She is afraid that she is not ready for having sex, but she does not want to lose her relationship with him. Hristo is insistent and one day, when they are alone after a party at his house, he tells her that if they do not have sex, it means the end of their relationship...</p>
	<p>Questions: What will happen next? Is it necessary to have intimacy for love to survive? And is sex enough to keep love? Do we have to make sacrifices to prove our love?</p>

Session II

Healthy and Unhealthy Relationships Acceptable/unacceptable behaviour Case study "Michaela"

I. Introduction:

- **Questions to the group:**

- How do you feel after the first session? What was the most important thing for you after it was held?

It is important for the trainer to direct the participants to share about the impact of the session on their thoughts, feelings, behaviour.

- **Remind the participants to follow the rules for group work / from the first session /.**

II. Exercises on the topic

- **Healthy and unhealthy relationships / comparison /**

The following table is drawn on poster paper:

<i>Healthy/equal relationship</i>	<i>Unhealthy/unequal relationship</i>
-	-

Each participant shares characteristics, which according to him/her define healthy and unhealthy relationships. The trainer writes the answers on the poster, encouraging the participants to suggest more ideas. Finally the trainer summarizes the answers.

- **„Acceptable - unacceptable“ - an exercise to reach a group consensus**

The participants are divided into 3-4 groups. Each group receives a case (Annex 1) to discuss. Consensus must be reached in the group as to whether the characters' behaviour is **acceptable or unacceptable**

Case 1:

Kiril hears others talk about keeping their girls in line and believes it is important to be in charge. He would never hit his girlfriend but when they argue they both get very angry and when she goes too far he will sometimes push her up against the wall to make his point.

Case 2:

Stefan broke up with his girlfriend because it got to the point where they were arguing all the time. After the break up she calls him and asks him to delete a number of intimate pictures he has of her on his phone. Stefan tells her he has deleted them but in reality he has not. When he and his friends get together they often share pictures of the girls they are linking with and the girls they have been with in the past.

Case 3:

Marina has fallen in love with Christian who comes to her boarding house a few times a week to see her. They have a very strong physical relationship and he says she is the only person he can really talk to. He has also told her that he is not ready for a serious relationship. Marina knows that he sees other girls. He has even spoken to some of them on the phone when they have been together. At such moments she does feel bad when she thinks of the other girls, but she loves him so much and so she accepts the situation.

Case 4:

A 17 year-old boy had sex with his 13 year-old girlfriend. Her mother found out about it and told the police. As a result the young man was convicted of sexual assault.

Group discussion follows.

In this exercise, it is important for the trainer to make sure everyone understands what a consensus is. It should be clear to everyone and that it must be reached together.

*The **objective** of this exercise is to open up a discussion and to present different points of view.*

*The **key point** of this exercise is to allow each person to express their opinion without judgment. Some people find it very uncomfortable when others do not agree with them, and can respond in different ways. The central point here is that it is not about right or wrong, but about "acceptable" or "unacceptable". **It can be different for different people.***

*The most **important** thing for the trainer is to restrain from sharing his/her opinion and just to reflect back what is being said by participants, contributing to the process only if discussions are one-sided.*

- **"Meet Michaela"** – case study

The participants are divided into 3-4 groups. The trainer reads Michaela's story. Then he/she distributes to each group a set of cards with questions to them (Annex 2) or asks the participants to access the web application and see the activity there.

Michaela is 16 years old. She is insecure about her appearance. She is clever and funny and always full of stories. Michaela always tries to keep everyone happy. She is easily confused by her emotions, finding other people difficult to trust and she is very sensitive to anger and aggression.

Michaela wants to be with someone. Is it Victor? Or Andrey? Or maybe Dilyan?

Victor:

- is tall, good-looking, an athlete; wears fashionable clothes;
- knows that girls like him and often has a new girlfriend
- has many followers on social networks
- says to Michaela that he loves her
- does not like to talk about problems
- can be inconsiderate and does not always treat her in a way that shows he cares
- is jealous for no reason; often tells lies
- is always focused on getting his way
- tries to convince her to be more sexual

Andrey

- is kind of nerdy / according to the other girls /, he does not wear modern clothes;
- is Sensitive, smart, attentive;
- is interested in computers and physics;
- says to Michaela that he loves her
- talks to her about problems and is willing to compromise
- respects her opinions and treats her in a way that shows that he cares for her
- enjoys spending time with her and understands when she needs space
- makes sexual decisions with her and talks openly about what they **both** think is and is not ok

Dilyan:

- is cute, wears branded clothes

- has a lot of money and the latest phone model
- says to Michaela that he loves her
- shouts at her when they argue and insults her
- continuously disregards her feelings
- accuses her of flirting or cheating without reason, sometimes harming her verbally or physically as a result
- controls where she goes, who she sees and who she talks to
- determines how, when and where sexual activity takes place, even if she does not feel ready.

Task: Answer the questions:

1. Who is Michaela attracted to?
2. What does Michaela get from each of the relationships?
3. What does each of Michaela's partners get from the relationship?

After the work in the small groups , a discussion in the large group is held.

Summary of the case

We all know what a healthy relationship looks like. It implies respect - honesty - equality - freedom – consent-**communication**. So why do many people end up in unhealthy and abusive ones?

III. Summary of the session and feedback

Everyone is sitting in a circle. The trainer shares in one sentence his / her feelings about the completed activity and suggests to the other participants to do the same following the model:

For me, today was useful because or Today it was the most interesting for me when because What about you?

Kiril hears others talk about keeping their girls in line and believes it is important to be in charge. He would never hit his girlfriend but when they argue they both get very angry and when she goes too far he will sometimes push her up against the wall to make his point.

Acceptable/Unacceptable

Stefan broke up with his girlfriend because it got to the point where they were arguing all the time. After the break up she calls him and asks him to delete a number of intimate pictures he has of her on his phone. Stefan tells her he has deleted them but in reality he has not. When he and his friends get together they often share pictures of the girls they are linking with and the girls they have been with in the past.

Acceptable/Unacceptable

Marina has fallen in love with Christian who comes to her boarding house a few times a week to see her. They have a very strong physical relationship and he says she is the only person he can really talk to. He has also told her that he is not ready for a serious relationship. Marina knows that he sees other girls. He has even spoken to some of them on the phone when they have been together. At such moments she does feel bad when she thinks of the other girls, but she loves him so much and so she accepts the situation

Acceptable/Unacceptable

A 17 year-old boy had sex with his 13 year-old girlfriend. Her mother found out about it and told the police. As a result the young man was convicted of sexual assault.

Acceptable/Unacceptable

Meet Michaela



She is:

- 16 years old and she is insecure about her appearance;
- clever and funny and always full of stories;
- always tries to keep everyone happy;
- easily confused by her emotions, finding other people difficult to trust;
- very sensitive to anger and aggression

Michaela wants to be with someone...

Is it Victor?



He:

- is tall, handsome, an athlete; wears fashionable clothes;
- knows that girls like him and often has a new girlfriend;
- has many followers on social networks;
- says to Michaela that he loves her
- does not like to talk about problems
- can be inconsiderate and does not always treat her in a way that shows he cares
- is jealous for no reason; often tells lies
- is always focused on getting his way
- tries to convince her to be more sexual

Is it Andrey?



He:

- is kind of nerdy / according to the other girls /, he does not wear modern clothes;
- is sensitive, smart, attentive;
- is interested in computers and physics;
- says to Michaela that he loves her
- talks to her about problems and is willing to compromise
- respects her opinions and treats her in a way that shows that he cares for her
- enjoys spending time with her and understands when she needs space
- makes sexual decisions with her and talks openly about what they both think is and is not ok

Is it Dilyan?



He:

- is attractive, wears branded clothes;
- has a lot of money and the latest phone model;
- says to Michaela that he loves her
- shouts at her when they argue and insults her
- continuously disregards her feelings
- accuses her of flirting or cheating without reason, sometimes harming her verbally or physically as a result
- controls where she goes, who she sees and who she talks to
- determines how, when and where sexual activity takes place, even if she does not feel ready.

Who is Michaela attracted to?



Victor



Andrey



Dilyan

What does Michaela get from the first relationship? What does she get from the second?
And from the third one?

What does Victor get from this relationship? What does Andrey get from the relationship?
And Dilyan?

Session III

Power and Control The Good Partner

I. Introduction

- **Questions to the group:**

- How do you feel after the first session?

- What was the most important thing for you after it was held?

It is important for the facilitator to direct the feedback to sharing what the impact of the session was on the thoughts, feelings, behaviour of the participants.

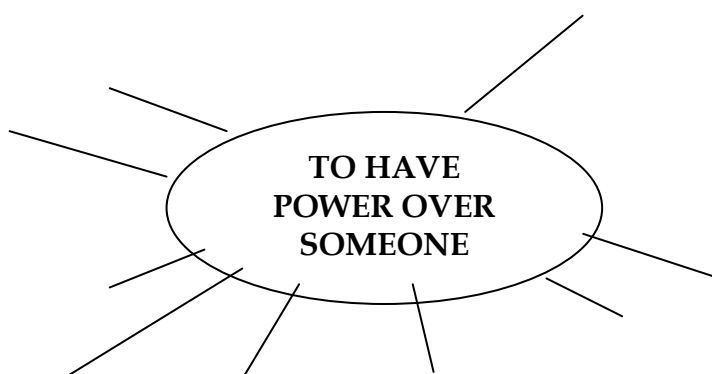
- **Remind the participants to follow the rules for group work.**

II. Exercises on the topic

- **Brainstorming**

The group is arranged in a circle. Everyone shares what he/she understands in the phrase "to have power over someone".

The trainer writes down the answers on poster paper encouraging the participants to suggest more ideas.



The trainer summarizes the answers of the group.

The trainer can give the participants the following sample definition of power: "Power - this is a strong influence, which is expressed in the right and opportunity for control and submission of one's will."

- **Who has power over whom in school? - brainstorming**

Identify groups of people in school who have power over other groups. The trainer writes down the statements of participants on a poster.

(suggestions - teachers/students, strong/weak, boys/girls, rich/poor, black/white,...)

Questions for discussion:

- *Who are "those who exercise power" and "those over whom power is exercised"?*
- *How this power is expressed?*
- *Where are you on this list?*
- *How does this make you feel?*
- *How comfortable or uncomfortable is the feeling of being there?*
- *What do you think happens when you are in the non-power group? -*

For example: If you are offended without a reason you may go home and bully your little sister. **You are trying to transfer yourself to the power group.**

- **Power and control in an intimate relationship context - discussion**

Discussion on the following questions:

1. Is eternal harmony in a relationship achievable? Why?
2. What are the manifestations of power in a relationship?

- **"The good partner " - discussion**

Description: The group is divided into smaller groups (max. 6 people in a group). The trainer gives each group a set of "The Good Partner" cards (*Annex 1*) or asks the participants to access the web application and see the activity there.

1. Someone who takes care of you;
2. Someone you can talk to about anything;
3. Someone who likes to do the same things as you;
4. Someone who hugs and kisses you;
5. Someone to make love to;
6. Someone who buys you presents;
7. Someone who has a car;
8. Someone who has a lot of money;
9. Someone who is sincere and honest;
10. Someone who will love you, even if you don't look perfect right now;
11. Someone older than you;

12. Someone who looks good;
13. Someone who is jealous of you;
14. Someone who is in constant contact with you;
15. Someone who makes you compliments;
16. Someone who wants to be with you for the rest of his/her life; ;
17. Someone who shares his/her feelings with you;
18. Someone who doesn't press you to do things you do not want to do;
19. Someone who would not cheat on you;
20. Someone who will wait until you are ready to have sex;
21. Someone who is your age;
22. Someone who has a good character;
23. Someone who can make you laugh;
24. Someone who does not think you should have sexual experience;
25. Someone who neglects his friends and spends more time with you;
26. Someone who does not expect you to have a lot of money;
27. Someone who does not expect you to have a car;
28. Someone who always has time to listen to you;
29. Someone who shows you affection;
30. Someone you can take care of and protect;
31. Someone you can introduce to your family and friends;
32. Someone you can marry and have children;

Instructions: Read the cards and choose 10 of them that you think best describe the "ideal" partner. Sort the characteristics by importance.

Each of the groups presents their work and explains their choice.

Information for the trainer: Some ideas to provoke a discussion:

Someone who likes to do the same things as you. It may be good to do some things together, but in no case should you do everything together - it would be good to have activities with your friends, for example, that do not include your partner. For example: sports, dancing, shopping, etc., especially if your relationship is not going well.

Someone who will buy you presents. This may sound good, but won't this person make you feel like you "owe" him something? What could be the result of this? Won't you then feel pressed to do things you do not want to do?

Someone who is in constant contact with you. This may sound good at first, but won't it be annoying? Won't you have a sense of control and ownership behaviour disguised as excessive concern?

Someone who makes compliments to you. Again, this may be nice, but it can also be seen as manipulation - especially if it is from an older man. How can you tell the difference?

Someone who wants to be with you for the rest of his/her life. Is this so important at your /teenage/ age? Is it realistic? Do you know of any relationship that began in teen age and that has remained the last one?

Someone who neglects their friends to spend more time with you. What will happen if your relationship comes to an end? Would you like to leave your friends because of your partner?

- **Summary and feedback**

Everyone is sitting in a circle. The trainer shares in one sentence his/her feelings about the completed activity and suggests to the other participants to do the same following the model:

For me, today was useful because or Today it was the most interesting for me when because What about you?

III. Closing

- *Filling in a questionnaire /Annex 2/*

The questionnaire is filled in at the beginning and at the end of the programme. It is necessary for the evaluation of the project activities.

- **Wall of friendship**

As many sheets as the participants in the group /with their names on them/ are stucked on the wall.

Instruction: "Write something good for everyone on their piece of paper. This can be a wish, a compliment, a kind word, ..." Once the sheets are filled in, everyone takes their own sheet to remind them of their participation in the programme.

After the last session, each participant receives a **certificate**.

1. SOMEONE WHO TAKES CARE OF YOU	2. SOMEONE YOU CAN TALK TO ABOUT ANYTHING
3. SOMEONE WHO LIKES TO DO THE SAME THINGS AS YOU	4. SOMEONE WHO HUGS AND KISSES YOU
5. SOMEONE TO MAKE LOVE TO	6. SOMEONE WHO BUYS YOU PRESENTS
7. SOMEONE WHO HAS A CAR	8. SOMEONE WHO HAS A LOT OF MONEY
9. SOMEONE WHO IS SINCERE AND HONEST	10. SOMEONE WHO WILL LOVE YOU, EVEN IF YOU DON'T LOOK PERFECT RIGHT NOW
11. SOMEONE OLDER THAN YOU	12. SOMEONE WHO LOOKS GOOD
13. SOMEONE WHO IS JEALOUS OF YOU	14. SOMEONE WHO IS IN CONSTANT CONTACT WITH YOU
15. SOMEONE WHO MAKES YOU COMPLIMENTS	16. SOMEONE WHO WANTS TO BE WITH YOU FOR THE REST OF HIS/HER LIFE
17. SOMEONE WHO SHARES HIS/HER FEELINGS WITH YOU	18. SOMEONE WHO DOES NOT PRESS YOU TO DO THINGS YOU DO NOT WANT TO DO
19. SOMEONE WHO WOULD NOT CHEAT ON YOU	20. SOMEONE WHO WILL WAIT UNTIL YOU ARE READY TO HAVE SEX
21. SOMEONE WHO IS AT YOUR AGE	22. SOMEONE WHO HAS A GOOD CHARACTER
23. SOMEONE WHO CAN MAKE YOU LAUGH	24. SOMEONE WHO DOESN'T THINK YOU SHOULD HAVE SEXUAL EXPERIENCE
25. SOMEONE WHO NEGLECTS HIS FRIENDS AND SPENDS MORE TIME WITH YOU	26. SOMEONE WHO DOESN'T EXPECT YOU TO HAVE A LOT OF MONEY

27. SOMEONE WHO DOESN'T EXPECT YOU TO HAVE A CAR	28. SOMEONE WHO ALWAYS HAS TIME TO LISTEN TO YOU
29. SOMEONE WHO SHOWS YOU AFFECTION	30. SOMEONE YOU CAN TAKE CARE OF AND PROTECT
31. SOMEONE YOU CAN INTRODUCE TO YOUR FAMILY AND FRIENDS	32. SOMEONE YOU CAN MARRY AND HAVE CHILDREN

Date

School

QUESTIONNAIRE*for researching young people's attitudes towards romantic relationships*

Thank you for taking the time to fill in this questionnaire. Please answer what you think would be acceptable in a relationship between a boy and a girl.

Mark only one answer for each question. The questionnaire is anonymous so please answer honestly..

Who do you think should make the decisions about...

	I should decide	We can discuss it, but I should decide	We should make the decision together	We discuss it, but my partner should decide	My partner should make the decision
what friends you have?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
what clothes you wear?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
what you spend your money on?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is it acceptable for you if your boyfriend/ girlfriend ...

	No	It is not acceptable but I would forgive him/her if he/she did	It is acceptable if I have done something to upset him/her	Yes
cheats on you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
touches you even if you don't want to?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
forces you to have sex?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tells you what to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hits you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is it acceptable for you to...

	No	It is acceptable if he/she has done something to upset me	Yes
cheat on your boyfriend/grilfriend?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
touch him/her even if they don't want to?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
force him/her to have sex?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tell your partner what to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hit or push him/her?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In a relationship is it acceptable for you if your boyfriend/girlfriend ...

	No	Sometimes	Yes
goes through your phone?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
phones or texts you constantly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
passes on photos or videos of you without permission?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
leaves nasty comments about you on social networks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
wants to know your passwords for the social networks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you experience any of the above situations and you need help, do you know who you can ask for support?

Yes No

If yes, who will you ask?

.....

Do you feel you know enough about building a healthy relationship?

Yes No

Is there anything else you would like to know about intimate relationships? If yes, please explain

.....

Gender: Boy Girl Age:

FEEDBACK QUESTIONNAIRE

from participants in the training programme "Respect and Tolerance"

1. Are you satisfied with your participation in the training programme?

Yes Partially No

2. Were the programme activities and the information useful for you?

Yes Partially No

3. Do you feel you have an increased awareness about healthy and unhealthy relationships?

Yes Partially No

4. Did the course increase your understanding of the effects of power and control in relationships?

Yes Partially No

5. Do you think you can use the knowledge from the course to improve your current or future relationships?

Yes Partially No

CERTIFICATE

of

.....

for participation in a training programme
under the project "Promote Respect and Tolerance - PROSPECT"



place

date

Project manager:

ABUSIVE / UNHEALTHY RELATIONSHIP

What is an unhealthy relationship?

- Maintaining control over the partner in the form of verbal, physical, emotional or sexual abuse.
- In an abusive relationship, one partner is afraid of the other

Self-assessment test:

What is your relationship?

If you can answer "yes" to any of the below statements, then your partner is being abusive toward you:

- ✓ You are afraid of your partner;
- ✓ You are afraid to break up with your partner;
- ✓ You feel cut off from family and friends because of your partner;
- ✓ You feel threatened if you say no to touching or sex;
- ✓ You feel like your partner has two different personalities;
- ✓ Your partner calls you names that make you feel stupid;
- ✓ Your partner tells you that you cannot do anything right;
- ✓ Your partner is extremely jealous;
- ✓ Your partner tells you where to go and who you can talk to;
- ✓ Your partner tells you that no one else will ever go out with you;
- ✓ Sometimes your partner pushes, grabs, hits, kicks you...
- ✓ Your partner promises to change. He/she says that he/she will never hurt you again.

If your partner is abusive toward you, you should remember:

- ✓ **You have done nothing wrong.** It is not your fault that your partner abuses you.
- ✓ **The longer you stay in the abusive relationship, the more intense the violence will become.** It will not stop over time.
- ✓ **Nobody has the right to attack you just because he/she is angry or drunk.**
- ✓ **Talk** with your parents, a friend or someone else you trust. If you remain isolated from family and friends, your abuser has more opportunity to control and abuse you;
- ✓ **Get help from professionals** – a doctor, a school psychologist, a social worker, a spiritual leader, a policeman;

- ✓ **Do not meet the abuser alone.** Do not let him/her in your home or car when you are alone.
- ✓ **Always tell** someone where you are going and when you plan to be back;
- ✓ **Establish** a regular time or place to contact someone so they will know to look for you if they do not hear from you as planned;
- ✓ **Develop a safety plan** and rehearse what you will do if the abuser becomes abusive;
- ✓ **Keep a record** of the abuse. You may need it for evidence if you have to take legal action.

What to do if a friend of yours is in an unhealthy relationship

- ✓ Don't ignore signs of abuse;
- ✓ Talk to your friend;
- ✓ Tell your friend you're worried. Support him/her, do not judge;
- ✓ Point out your friend's strengths. Many people in abusive relationships are no longer capable of seeing their own abilities;
- ✓ Encourage your friend to seek professional help or to confide in a trusted adult;
- ✓ Never put yourself in a dangerous situation with the victim's partner as you try to mediate or otherwise get involved directly;
- ✓ Call 112 if you witness or suspect an abuse.

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