

This toolkit was prepared under the project on 'Regional Cooperation between Non-Government Organizations of Russia, Armenia, and Georgia for Meaningful Involvement of Children and Young People in the Promotion of Safe Use of the Internet' from January through August of 2018.

This toolkit presents materials on safe use of the Internet by children, adolescents and young people.

The toolkit is intended for specialists of public and non-government institutions, volunteer/voluntary movements and other parties interested in the prevention of negative phenomena in the youth environment and the formation of the skills of safe use of the Internet for the younger generation.

The information presented herein reflects the authors' viewpoint and may differ from the viewpoint of partners and sponsors.

The materials presented in this toolkit and on the disk are copyright property. When copying, quoting or otherwise using information contained therein referencing to this publication and the developers of relevant preventive materials is compulsory.

Authors: M.M. Rusakova, PhD in Sociology, O.I Kolpakov, PhD in Psychology, V.A. Odinokova, PhD in

Sociology, A.V. Kozlova, M.G. Slyusareva, E.A. Zolotilov, A.V. Ovrutsky - PhD in philosophical sciences, M.S. Kutsak, M. Shatvoryan, N. Mnatsakanyan, E. Shatvoryan, L. Saralidze, K. Davitishvili.

Corrector: N.V. Ermolaeva

**Designer:** A.B. Alekseeva

- @ Regional public organization of social projects in the sphere of the well-being of the population «Stellit», 2018
- @ Youth volunteer movement «You know the way? Do it your own way then ... », 2018
- @ Regional Resource Center for the Prevention of Violence, 2018
- @ Public Health Organization of Georgia, 2018
- @ Non-governmental public organization «Hope and Help», 2018

#### **TABLE OF CONTENTS**

ACKNOWLEDGMENTS 4	2.7. of e
NTRODUCTION5	subj on t
PART 1. Information block: safe use of the Internet	PART :
1.1. Risks for children, adolescents and youth in the Internet	3.1.
1.2. Participation of children: theoretical aspects . 10	3.2.
1.3. Participation of children: practical aspects 14	PART 4
PART 2. Presentation of methods of preventive work involving children, adolescents and youth	Nor "Ho
2.1. Floor game on the safe use of the Internet "CyberLand"	Nor Pub
2.2. The play on the prevention of risky behavior "Illusion"	An a prov Res
2.3. Dance on the prevention of involvement in trafficking in human beings and development of skills of safe use of the Internet "11 Simple Rules for Your Safety"	of V Reg in th of th
2.4. Lesson on Prevention and Counteraction of Sexual Exploitation for Adolescents and Youth "Point of no return"	You As y
2.5. Interactive meetings with students "Safe	TEAM
Internet"43	COMP
2.6. Seminar - training for the preparation of children-consultants on the topic of safe use of the Internet "Learning to recognize and prevent danger on the Internet"	FOR N

2.7. Conference for children as a tool of education on the peer-to-peer principle on subjects related to children's safety on the Internet	61
PART 3. Resources on the problem of safe use of the Internet	67
3.1. Useful links	. 68
3.2. Glossary	70
PART 4. Information about organizations	72
Non-governmental public organization "Hope and help"	73
Non-governmental public organization Public Health Foundation of Georgia	74
An autonomous non-profit organization providing social services to the family (Regional Resource Center for the Prevention of Violence)	77
Regional public organization of social projects in the sphere of the well-being of the population "Stellit"	78
Youth volunteer movement "You know how? As you know "	79
TEAM OF CONTRIBUTORS	83
COMPLETE LIST OF MATERIALS CONTAINED ON THE DISK	84
FOR NOTES	. 86

The authors of the manual express sincere gratitude and deep gratitude to the following institutions and specialists:

- \* The Federal State Budgetary Institute of Science of the Sociological Institute of the Russian Academy of Sciences; (Russian Federation);
- \* Management and students of the St. Petersburg State Budget Professional Educational Institution «Service Lice and Industrial Technologies»; (Russian Federation);
- \* Volunteers of the Youth Volunteer Movement «You know the way? Do it your own way then ... «; (Russian Federation);
- ★ Department of Speech Communication and Publishing at the Institute of Philology, Journalism and Intercultural Communication of the Southern Federal University (Russian Federation);
- \* Department of Conflictology and National Security of the Institute of Sociology and Regional Studies of the Southern Federal University (Russian Federation);
- ★ Volunteer students of the Institute of Sociology and Regional Studies of the Southern Federal University (Russian Federation);
- \* State budgetary institution of social services for the population of the Rostov region «Center for Social Assistance to the Family and Children of Rostov-on-Don» (Russian Federation);
- \* Ovrutsky Alexander Vladimirovich PhD in philosophical sciences, Chair of the Department of Speech

Communication and Publishing at the Institute of Philology, Journalism and Intercultural Communication of the Southern Federal University (Russian Federation);

- Martirosyan Samvel Vardanovich independent expert (Republic of Armenia);
- Markaryan Tatevik Ayrapetovna member of the pool of coaches of the youth department of the Council of Europe;
- Harutyunyan Tamara psychologist (Republic of Armenia);
- ★ Alexanian Anush psychologist (Republic of Armenia);
- Markaryan Haykui Ayrapetovna member of the pool of coaches of the youth department of the Council of Europe (Republic of Armenia).
- ★ Ketevan Beridze, a psychologist at the Batumi State University. Shota Rustaveli, Professor, Dean of Social and Political Sciences (Republic of Georgia);
- \* Rati Tsitsnadze doctor, trainer, expert on cruelty to children (Republic of Georgia);
- Nanuka Maysashvili psychologist, trainer (Republic of Georgia);
- ★ Giorgi Chavleishvili Director of the International Academy of Logos (Republic of Georgia);
- \* Ketevan Margalitadze lawyer, expert on cruel treatment of children (Republic of Georgia).

The most prominent characteristic of our times is revolutionary development of information technologies which were integrated discreetly in every field of modern society and became intrinsic to the modern life. The development of information and communication technologies radically changes the world. Like any other change, it has both positive and negative sides.

Many processes which weren't possible to imagine existing online, now with the help of the Internet, computer technologies and advanced smartphones, can be carry out without leaving your home. Communication with a resident of the other hemisphere in real time, the broadcast of political, cultural, sports events, and many other opportunities have become available to a huge amount of people <sup>1</sup>. Distance work and training allowed many to not change their place of residence but to stay at home and at the same time enjoy the benefits and services provided in various countries of the world.

Analytic Agency "WeAreSocial" and the largest SMM-platform Hootsuite jointly prepared report packet about the global digital market "Global Digital 2018". According to reports, 4 billion people around the world are using Internet nowadays, so more than half population of Earth is online now

In Russia 76.1% of the population use the Internet, in Armenia - 72.5%, in Georgia - 68%<sup>2</sup>, and every year there is an increase in the number of new users.

A comparative Internet statistic of 2017 and 2018 is the following<sup>3</sup>:

- Number of Internet users in 2018 has reached 4.021 billion people that is 7% more than in the same period the last year.
- The audicence of the social networks in 2018 is 3.196 billion people, 13% more than indicator of the last year.
- Users of mobile telephones are 5.135 billion people in 2018, 4% more than in 2017.
- Accessible smartphones and cheap tariffs for the mobile Internet are among key factors of the growth of Internet audicence this year. In 2017 more than 200 million people became owners of mobile telephones

for the first time and now two thirds of 7.6 billion of world population have mobile devices.

More than half of used mobile telephones are in class "smart" today therefore it's easier for people to gain access to all opportunities which Internet offers wherever they are.

One of the most common uses of Internet is the use of social networks. According to a widely used definition, "social network" is an internet platform, website which allows authorized users to place information about themselves and to communicate among themselves. About hundreds of social networks exist today all over the world, among them about 10 with more than 100 million unique users. In Russia in 2017, 9.1% of the population use one of the world's largest social network Facebook, in Armenia - 33.7%, in Georgia 53.7%<sup>4</sup>. More than 25% of all users of social networks in Russia are teenagers and young people between the ages of 16 and 24<sup>5</sup>.

Researchers note the constant growth of audicence of the social networks. For the last 12 month the number of people in the most popular social media platforms was increasing every day by nearly 1 million new users. Every month more than 3 billion people interact in social networks, 9 of 10 go online from mobile devices.

Teenagers and young people actively use social networks. According to Google 27% of young people (aged 13-24 years) spend more than 5 hours per day in social networks and the quarter of them check news every half an hour <sup>6</sup>. Researchers note that users from 18 to 24 years old, on average, spend more time in the social networks, but exactly teenagers (69%) instantly react at all news and messages, they have a need for constant social interaction. In general, young generation prefer actively participate in the "virtual life": 68% are often post comments and likes under friend's messages, 62% publish photos all the time<sup>7</sup>.

We have mentioned above some of the positive aspects of implementing the Internet network in our daily life, but it is necessary to pay attention to the threats that are lurking in wait for the user in cyberspace. They include such things as malware, computer viruses, fishing, trolling, cyberbullying, sexting, human trafficking, grooming,

- 4 Данные представлены на электронном ресурсе https://
- www.internetworldstats.com/asia.htm#am
  5 Ланные представлены на электронном
- данные преоставлены на электронном pecypce https://www.web-canape.ru/business/ socialnye-seti-v-2018-godu-globalnoe-issledovanie/
- 6 «Google: online-habits and behavior of the new generation», «Google: онлайн-привычки и поведение нового поколения». Дата посещения 12.06.2018. https://spark.ru/startup/byyd/blog/28556/google-onlajn-privichki-i-povedenie-novogo-pokoleniya
- 7 Nethgebitskaya I.A.., «Adolescents by using social networks:actions, implications and possible risks», Student`s online journal 2018. № 1(21). URL: https://sibac.info/journal/student/21/94225Нежебицкая И.А. «Подростки в социальных сетях: их действия, последствия и возможные опасности», Студенческий: электронный научный журнал. 2018. № 1(21).

<sup>1</sup> Boyko N.L. Young people of the Internet age on the verge of adulthood: a sociological analysis Sociological Almanac. 2014. Стр. 364. (Бойко Н.Л. Молодежь эпохи интернет на пороге взрослой жизни: социологический анализ Социологический альманах. 2014. Стр. 364.)

<sup>2</sup> The data is presented on an electronic resource https://www.internetworldstats.com/asia.htm#am

<sup>3 «</sup>Internet in Russian Federation and worldwide»: 2017-2018 statistics and trends Интернет в России и мире: 2017-2018 статистика и тренды https://www.web-canape.ru/business/ internet-2017-2018-v-mire-i-v-rossii-statistika-i-trendy/

theft of personal information. This list is not complete, and new threats arise as the technology develops. Some of the risks, namely those that pose the greatest threat to children, adolescents and youth, we will consider in more Part 2 of the toolkit describes interactive preventive detail later in this toolkit.

Within the framework of our toolkit, information on what threats exist for children when using the Internet and on 1. the purpose, objectives of the event; effective, tested methods of preventive measures for safe behavior in this new interaction space is provided.

It is important to note that most of the risks on the Internet 3. the composition and number of participants; are associated with software (viruses, spyware and so on), as well as with negative content, the use of which af- 4. technical requirements for the event and the requisite fects the consciousness of the younger generation. Also, one should not forget about the new form of dependent behavior - computer addiction (includes dependence on 5. recommendations for the conduct of the event; social networks, computer games and the Internet as a whole).

In the framework of this manual, the authors focused on the problem of violence of various forms, types and manifestations that adolescents can face on the waves of cyberspace, with a special focus on sexual violence. This topic was chosen as a priority, because is quite widespread in the world, at the same time not all specialists are sufficiently informed about it and are ready to carry Part 4 contains information about organizations - auout preventive work on this issue.

All the activities presented in the toolkit have proved their effectiveness in various institutions, in addition, the success, relevance and recognition of these methods by the target group is achieved by involving children, adolescents and young people at all stages (development, organization, conduct and evaluation of a preventive measure).

of the Internet, the risks associated with its use, the basic rules of safe conduct in the network, and also describes

the participation of children as a principle of implementing prevention programs.

measures that can be carried out with children, adolescents and youth. All activities are described as follows:

- 2. duration of the event:

- 6. feedback from the participants of the event.

Part 3 contains information on useful information resources on the problem of safe Internet (websites, hotlines, organizations where the child can turn to for help) and a glossary that includes the terms used in the text of this toolkit.

thors of this toolkit and all methods presented in it. The description includes brief information about the organization and contacts.

The manual is accompanied by a disk with the materials necessary for carrying out the activities described in it. A detailed list of materials contained on the disks is provided on the page 84.

We hope that this manual will be useful to specialists of Part 1 of this toolkit presents information on the safe use state and public organizations, representatives of volunteer movements, who are conducting preventive work with children, adolescents and young people.

### PART 1.

### **INFORMATION BLOCK:** SAFE USE OF THE INTERNET



#### 1.1. Risks for children, adolescents and youth in the Internet

The use of any technology always has some risks. The technology of the worldwide Internet is no exception. Not all Internet users are aware of these risks, but their awareness helps to reduce the level of damage caused to users.

Today a lot of people are talking about problems like: harm from information that does not match the age and user's request, aggressive (negative) content, cyber dependency, viruses' attack and other malicious software and some others. These problems really continue to be a feature and every minute bring difficulties to all Internet users. However, many experts ignore such an important topic as violence on the Internet, especially sexual violence, both online and in reality, through online dating and other media. In this section, the risks associated with sexual violence in the Internet space will be examined in detail.

The main risks that Internet users may face are the following: fishing, trolling, cyberbullying, segregation, grooming, human trafficking.

Children and adolescents are especially vulnerable to these types of risks, since they do not always critically evaluate information and its sources, are attentive in matters of technical safety of their own and others' property. They are also trusting and prone to a high level of sensitivity, which increases moral damage, in the event of a conflict or dangerous situation. It should also be taken into account that the higher the level of awareness, the greater the opportunity for the child to choose the right, safe behavior

Let us examine them in more detail the aforementioned types of risks:

**Fishing** - a kind of Internet fraud using new technologies to access the confidential information of users - passwords and logins, bank card data. The main purpose of a phishing scam is to obtain fraudulent data to steal financial assets. Also, quite often phishing can be used to access accounts on social networks to gain access to confidential information.

**Trolling** - a form of social provocation or bullying in network communication. It can be implemented by users interested in greater visibility, publicity, and those who seek to achieve negative reactions in private interaction. The main places for the emergence of trolling can be various thematic forums, portals, news sites, social networks and chats. The design features of such virtual spaces, as a rule, provide the possibility of individuals creating a virtual profile, formed exclusively at the discretion of the creator, which complicates the identification process of the offender.

Cyberbullying - deliberate insults, threats and blackmail (the threat of personal and / or compromising data), using modern means of communication, usually for an extended period of time. The Russian language literature also uses the term persecution. It can be carried out through various information and communication channels and means, including via e-mail, instant messengers, social networks, video portals. Sometimes criminals create special pages, dedicated to bullying a particular person (for example, a classmate or classmate). They place mock caricatures, publish humiliating photographs or videos, come up with insulting nicknames, spread provocative rumors about the victims<sup>8</sup>.

Sexting - the transfer of personal photos or messages of an intimate nature. It is usually carried out in social networks. The main threat of sexting is that confidential photos can be shared, sent to friends / colleagues, etc., in order to compromise the victim. When the photo becomes publicly available on the Internet, it is almost impossible to delete all of its copies. Also, such photos can be distributed by unfamiliar and unfamiliar people, which can affect the personal life, the reputation of the recipient of the message<sup>9</sup>. In many countries, sexting is a criminal offense, and if intimate photographs depict a minor, it is considered child pornography. Sexting is a form of sexual content / content with the participation of children created by children themselves. This practice is widespread among adolescents and is surprisingly diverse in terms of the context, meanings and intentions of the creators.

**Grooming** is the process of establishing / developing relationships with the child, either personally or through the use of the Internet or other digital technologies to facilitate online or offline sexual contact with this person. Grooming involves a long process of communication with the child, during which the child begins to trust the offender. The danger of grooming is that the child does not realize that an adult who plans to commit a crime communicates with him. Often, those who perform grooming are represented as a child's peer<sup>10</sup>.

Trafficking means the recruitment, transportation, transfer, harboring or receipt of persons for the purposes of exploitation by the threat or use of force or other forms of coercion, abduction, fraud, deception, abuse of power or the vulnerability of the situation, or through bribery, in the form of payments or benefits, to obtain the consent of a person who controls another person. Trafficking is carried

out for the exploitation of the person being purchased. These include activities such as: coercion to engage in prostitution or other forms of sexual activity, forced labor or services, slavery or activities similar to slavery, servitude or removal of organs. Children bought for purposes such as child labor are often sexually abused, even if this was not the original purpose of their purchase.

Inadequate information, pornographic materials can also harm the child, especially in terms of safety of life, the representation of norms and rules of behavior in modern society.

It should be noted that in different countries the abovedescribed threats can be classified as offenses of varying severity, and prosecution depends on the age of the individual who committed the offense.

The author of the theory of cybersocialization V.Pleshakov outlines the following dangers for children and adolescents on the Internet: exploitation of trust, access to pornography, sites with destructive content, hobby for violent games. The researcher pays special attention to trolling (posting provocative messages), cyberbullying (intimidation on the Internet by peers of each other), cyberharassament (network harassment)<sup>11</sup>. He also identifies the following negative consequences of cybersocialization: neglect of nutrition, neglect of sleep and nighttime pastime on the Internet, an obstacle to doing household chores, suffers living communication, life without the Internet seems boring. In his monograph, the scientist pays special attention to cyberradition as a person's dependence on the environment created with the help of computer, digital technologies and mobile communications.

Medics note that the continued daily use of computers adversely affects the physical and mental health of children and adolescents. Among the consequences, such phenomena as: poor posture, emotional overstrain, stresses, overload of a number of body systems are present.

To avoid the threats that were aforementioned, adolescents need to adhere to the rules of safe use of the Internet, which should be given by specialists:

- Users should not enter their login and password, data of bank cards and documents on sites that are not trustworthy;
- For all devices from which a child or adolescent is accessing the Internet, an antivirus program should be installed;
- The child and adolescent should be informed that it is not safe to come into contact with strangers;

- Children and teenagers should be careful in placing their photos and personal materials in public, because they can fall into the hands of intruders;
- It is important to remember that a webcam is safe to use solely for communication with friends and relatives. It is necessary to ensure that outsiders do not have the opportunity to see the conversation, because it can be recorded:
- If a child or teenager has received a message from an unfamiliar address, it's best not to open it. Such letters may contain viruses that are dangerous to the device from which the Internet is accessed;
- If a child or teenager receives letters with unpleasant and offensive content, he should inform the adult, competent in matters of Internet security;
- Every child or teenager should know that meeting with Internet acquaintances in real life can be very dangerous and even fatal: a pseudonym and a beautiful photo can hide a dangerous criminal;
- It is recommended to create strong passwords, never send passwords in personal correspondence. Threats to hacking personal pages in social networks have recently become more frequent, with many negative consequences (for example, theft of personal information, financial means, extortion on behalf of the victim, etc.).
- Children, adolescents and young people should be informed about the ethics and etiquette of Internet communications.

Children and adolescents may face all kinds of risks listed above, but if they are not informed of such risks, children are not able to see the signs of illegal actions, so they can not protect themselves. That is why prevention programs and activities are needed that not only inform children about the existence of these risks, but also offer rules that will ensure their safety.

<sup>8</sup> Hinduja S., Patchin J. W. «Bullying, cyberbullying, and suicide» https://www.ncbi.nlm.nih.qov/pubmed/20658375

<sup>9</sup> Chernih E.A. «The analysis of classifications of online threats» Online scientific journal "Homo Cyberus". - 2016. - № 1 Черных Е.А. «Анализ классификаций угроз в интернете» Электронный научно-публицистический журнал "HomoCyberus". - 2016. - № 1. http://journal.homocyberus.ru/chernih\_e\_analis\_ugroz\_v\_intermere 10 Terminological Guidelines for the Protection of Children from Sexual Exploitation and Sexual Violence, adopted by the Inter-Ministerial Working Group in Luxembourg on 28 January 2016

<sup>11</sup> Pleshakov V.A. «Human Cybersocialization: from Homo Sapiensto Homo Cyberus» Monograph, Moscow, 2012, 212 с Плешаков В.А. «Киберсоциализация человека: om HomoSapiens'a до HomoCyberus'a». Москва. 2012 г. Стр. 44

..... Tell me and I forget. Teach me and I may remember. Involve me and I learn ...

(B. Franklin)

Child participation is one of the four fundamental prin- Let's figure out what is the participation of children? ciples of the United Nations Convention on the Rights of the Child, which has been ratified by many countries, including Russia, Georgia and Armenia.

Although the term children is usually applied to persons under the age of 18 years, and the term youth refers to persons between the ages of 18 and 24, the concept of child participation extends to both groups 12.

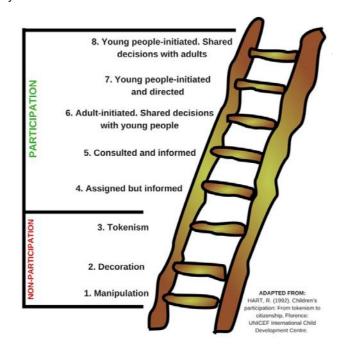
Child participation is an important component for the effective implementation of preventive activities, since it allows not only to understand and see the problem through the eyes of a child or adolescent, but also gives them the opportunity to influence how preventive programs are implemented. The latter is necessary to adapt these programs to real conditions. Children involved in decision-making develop various important skills, such as the ability to conduct a dialogue, the ability to state their case, make decisions in the team, and so on. Also, researchers note that children can positively influence the behavior of their peers, because children and, in particular, teenagers tend to follow the example of their peers.

Specialists pay attention to the fact that participation of children allows them not only to pass on to adults information about how they see this or that problem, but also to talk about the methods and forms of obtaining information that are most interesting and understandable for their peers.

Since the signing of the United Nations Convention on the Rights of the Child, many governmental and non-governmental organizations have begun to involve children in various activities, such as consultations, various campaigns (environmental, social), discussion clubs, school boards, student parliaments, etc. However, researchers, such as N. Thomas, state that children's participation is guite often formal and their needs are not reflected in the programs that are being created<sup>13</sup>.

Modern researchers believe that the effectiveness of teaching is enhanced if children participate in deciding how the training will take place<sup>14</sup>. Thus, the participation of children has a positive effect not only in the case of the creation of special programs, but also in the daily life of children.

**Youth participation** is the right of young people to be included in public life and the right to influence their life by democratic methods.



This model contains 8 steps:

Step 1 Manipulation. Children are persuaded to participate in the event, for example, to carry flowers, and they do not understand what they are doing and why such activities exist. This is the participation of children in political demonstrations. Children can not influence what

Step 2 Decoration. Children take part in the event, but they do not know why they are involved, and their participation is minimal. Children are a scenery, a beautiful picture to attract the attention of adults. Most often, children are asked to play a sketch, dance or sing.

Step 3 Formal or symbolic participation. Children take part in the event, but without the necessary training and consultation with their peers, their opinion is not taken into account. Such participation does not imply that the children understand what they are saying. And the content and form of expression of ideas creates and depends on adults.

All these steps are false ways of participation, that is, actually children can not influence the processes occurring during the event, therefore these steps are often called the steps of non-participation.

Step 4 Setting the goals and informing - involving children in the program is accompanied by informing them about the program's goals, children feel that they can influence how the program will be implemented. At this stage, adults give children certain roles, they also decide how children will act within the program, while these roles are functional and this ensures respect.

Step 5 Consultation - children are involved as advisers giving recommendations. Children understand how their opinion will affect the implementation of the program. At this stage, children fully understand the essence of the program, and also how it was formed. The contribution of children is assessed by adults as significant and important.

Step 6 Decisions initiated by adults - children are involved in the process of creating a program, its implementation. Decisions are made by adults together with children. The initial impulse belongs to adults.

Step 7 Decisions initiated and managed by children - children themselves create and implement their own program. Adults support and advise children during the implementation of the program or project.

Step 8 Decisions initiated by children, together with adults - children themselves determine the need for a program, create it and convince adults to help them implement it. At this stage, joint decision-making, management and training, as well as the exchange of life experience. It implements the principle of equality, the responsibility lies with all those involved, regardless of age. Children fully feel their ability to influence what is happening.

To introduce the ladder of participation, it is necessary to change the attitude of adults to children, they must take the opportunity and necessity to include children in the decision-making process, to realize their value as carriers of unique experience. Since children learn faster and more actively the skills of interacting with new technologies and, sometimes, they know more about modern communication means than their parents, their opinion about the methods by which they can teach their peers of safety in the field of modern technologies is based on real practice of using these technologies.

The constant participation of children in various programs and processes promotes the formation of a participatory culture.

Processes of effective and active participation develop children in the field of critical thinking, organizational and life skills, help them form and articulate their own opinion, which helps to increase the level of communicative skills.

Processes of effective and active participation develop children in critical thinking, organizational, life skills, help them form and articulate their own opinions, which helps to increase the level of communicative skills.

#### Map of participation of children, adolescents and vouth

All professionals who want to implement the principles and technologies of "child participation" in their work should remember that:

- Participation is a right it is not a privilege and should not be earned, it gives significance to children as citizens in their own right.
- Children and young people are the best authorities in problems affecting their lives - only they can communicate what they like and what does not like what is working for them and what does not. Services that take their opinion seriously into account when making individual decisions and when planning and evaluating are better suited to their needs and will be better used for their benefit
- Participation depends on respect and honesty honesty, mutual trust and respect - for effective participation. Their cooperation should be taken seriously, treat them as a person, avoid arrogance. Children should be able to freely speak what they really think, without negative consequences
- Participation should be accessible and inclusive. We must include all children, regardless of their age, race, color, culture, abilities and religion, and provide them with a safe and friendly environment. It is especially important to include children from marginalized groups.
- Participation is a dialogue for the purpose of making changes - it involves the effort to listen and respond constructively to what the children say or want to do. Quick and honest feedback is the key to ensuring that children know that their values are also heard.
- Participation is built-in-so that participation was meaningful, organizations need to integrate participation in their values, structures and procedures. This can include from making individual decisions to including participation in the democratic process or in planning, evaluation, decision-making or management structures. Participating children in research and in our work will ensure that the work we do and the ways we use it to do it are the most appropriate, relevant and sustainable - and therefore have a greater chance of success. Significant participation never stops at what has been achieved, it is not a project or an assignment - with its beginning and end.
- Participation is the responsibility of everyone. Everyone in every organization whose activities affect the lives of children, directly or indirectly, is obliged to ensure that

L.Steinitz Guidelines for Promoting Child Participation. P.2

<sup>13</sup> N.Thomas Children's participation: challenges for research and practice' paper presented to Children's participation: challenges for research and practice/ Centre for Children and Young People, Southern Cross University and the Social Policy Research Centre, UNSW Seminar, Lismore. 2012. P. 12

<sup>14</sup> J. Kangas Enhancing children's participation in early childhood education through the participatory pedagogy. Helsiki. 2016. P. 76.

the opinions of children and young people are heard and appropriate measures taken.

• Participation benefits everyone - effective participation develops confidence in one's own strengths and skills, strengthens the sense of commitment to society, ensures social cohesion and a more positive environment for children, provides improved services and demonstrates better results

Benefits for children if participation is provided

- 1. Obtaining skills in: teamwork, negotiation, problem solving, impact / involvement, etc.
- 2. In children develops: self-esteem, self-confidence, the ability to build partnerships with adults.

#### The process of involving children can be described as follows:

The first stage is preparation<sup>15</sup>. Within this stage, it is necessary to identify those groups of children who can participate in the program, contact them and their families to obtain the consent of the children and their parents for the work of the program, to provide technical training (finding an event space, preparing materials, distributing duties among organizers, etc.). It is necessary to hold a preparatory meeting with the children and their parents, in which they learn about the goals and objectives of the project, the methods, locations, and the plan of events. Already at this stage, children (and their parents) can express their suggestions about the program and the methods for its implementation. A separate meeting with children can also be held, in which children have an opportunity to get to know each other, discuss the program and start discussing the issue of choosing a facilitator (leader) who will work closely with the adult facilitator.

The second stage is the creation of mutual understanding with children and a situation analysis<sup>16</sup>. At this stage, children and adults establish relationships, within which each of the parties shows interest and respect for the opinion of the other. It is important to create opportunities for children to reflect on how the implementation of the program can change not only the lives of others, but also their own. At a meeting with children it is necessary to discuss how they see their participation in the program. how they want to distribute their roles in the program. Also at this stage, a situational analysis is conducted, allowing to make adjustments to the program, depending on the information provided by the children.

The third stage is the implementation of the program. At this stage, all program activities are implemented. It is important to provide feedback after all activities and

15 R. Hart. Children's Participation from Tokenism to Citizenship: UNICEF Innocenti Research Centre, 1992,

#### Florence

evaluate the effectiveness of the activities. After the completion of the program, it is necessary to thank the children for their participation and once again emphasize the importance of the treasure they have contributed.

It is important to remember that children can not be forced to participate in the program, children should not be manipulated, children should feel that their participation is not a threat to them. After the completion of the project, the life of the child should be better than it was before the participation<sup>17</sup>.

Specialists recommend that children be separated by age, thus forming groups 6-9,10-13, 14-17 and 18+, since the methods of work should be adapted to the characteristics of a particular age group.

The interests of children should always be the basis of work. Compliance with their rights and interests must occur at all stages of the work.

Indicators of the successful participation of children in a program and the principles of encouraging children's participation:

- Children freely express their views and opinions; they are treated with respect:
- Children understand how their actions will potentially affect the program and what are the expectations of adults regarding their activities<sup>18</sup>;
- Children should understand the essence of the project, the program, its purpose, and its role in it;
- Power relations and decision-making structures should be transparent and understandable for the child:
- Children should be involved from the earliest stage of the program:
- All children should be treated with equal respect regardless of their age, position, ethnicity, abilities or other factors, that is, not to discriminate;
- Children receive feedback on their participation in the program at each stage of the program;
- Adults ask questions about how children themselves are satisfied with their participation in the program:
- · Adults know how to work with children, choose convenient and fun methods to work with them;
- Methods of working with children should promote the growth of self-confidence and self-esteem of children:

- · Places of meetings and events are convenient for children, children feel comfortable in them:
- · Adults who work with children undergo special education, which helps them understand the specifics of working with children and are ready to take them • Clearly understand what we want to achieve from into account:
- · The basic rules should be established with all children at the beginning of their work;
- No photo, video, or audio materials involving children are not distributed without their consent:
- Participation should be voluntary, and children should be allowed to refuse participation at any stage:
- The results of the program implementation, as well as its evaluation, are presented to children in a convenient and understandable form for them, and feedback they take into account is taken into account;
- Children have the right to respect their views and experience<sup>19</sup>.

- Recommendations for the implementation of the practice of children's participation:
- You need to be prepared to listen to their priorities.
- their participation.
- Have a clear idea that there are certain limitations.
- Explore / analyze, and then advise.
- Be willing to consult with them about the methods of their involvement.
- Remember that you need to see personalities in them.
- Find time and ensure that the necessary resources are available.
- · Be ready to be challenged.
- Do not underestimate them.
- · Compare the results obtained with the goals set.
- Be prepared to make mistakes and errors.

THE SLOGAN OF CHILDREN'S PARTICIPATION: «NOTHING ABOUT US WITHOUT US!»

<sup>16</sup> Компасито. Пособие по обучению правам человека. Под ред. Н. Флауэрс. Стр. 288

L.Steinitz Guidelines for Promoting Child Participation. P.5.

Creating an Environment for Children to be Heard. The national child participation guide for Uganda. 2008. P. 55

<sup>19</sup> Promoting Children's Participation in Democratic Decision making: UNICEF Innocenti Research Centre, 2001. P. 10.

One of the most striking examples of young people's participation in prevention programs and projects is the activity of volunteer (voluntary) movements. In this chapter, a model of the volunteer movement «You know the way? Do it your own way then ... «, which was created by the NGO» Stellit «.

The model has shown its effectiveness and relevance, as well as specialists of state and public organizations express high interest in its application and institutionalization in their institutions.

The history of mankind does not remember such a society that the ideas of voluntary and unselfish help would be alien to. Today there is practically no such person who would not have heard of volunteers. The media constantly tells us about the activities of various volunteer organizations. The popularity of volunteering in various countries is indicative of the enormous potential that is used and can be used for the positive development of society and the solution of a number of social problems.

At present, the «Concept of Long-Term Social and Economic Development of the Russian Federation until 2020» provides for the development of volunteerism as one of the priority areas of state policy. A special place

among the various types of volunteering is occupied by youth initiatives, but, unfortunately, today a simple teenager has a misconception, for them a volunteer is «this is a free labor force». Often the first thing you can hear when offering a young man to join a volunteer ranks is the phrase: «Why do I need this, I do not want to work for free». And the saddest thing is that such notions, not only among young people, but also among adults, often parents do not understand why their child should be a volunteer, many believe that such activities are the exploitation of child labor.

Unfortunately, we entered the era when the values of humanism, goodness and selflessness help for others are inferior to material goods. Today it is not fashionable to be a volunteer, today it is fashionable to be the owner of some expensive and prestigious gadget.

Such processes arise because of insufficient awareness of the community about volunteerism. After all, a volunteer is not just an assistant, it's a person who, from a young age, learns how to implement various projects, from the moment of their creation to the moment of preparation of the report. Such knowledge and skills can be indispensable in an independent adult life. In addition, such activities expand the picture of the world, increase the personal potential and self-esteem of participants.

3HAEIIIB KARS

**Mission of the movement:** We help people with difficult lives to change their lives for the better.

Youth volunteer movement "You know the way? Do it your own way then ... "(Movement ZKKZ) appeared on April 17, 2009, within the framework of one of the projects of the NGO" Stellit ".

The name "You know the way? Do it your own way then ... "reveals the main position of the movement:" We are ready to tell and help, we are open, but we do not impose our point of view, because a healthy lifestyle is a personal choice for everyone. "

The movement is based on the peer-to-peer principle, we believe that it is much easier to convey information to the person with whom you speak in one language that you understand.

Movement volunteers are young people aged 16 and over, who study or have graduated from vocational

schools, lyceums and colleges of St. Petersburg. Many of them have hard lives, but under the guidance of a professional psychologist, they were able to change their

... If you open your heart to kindness, then your place is in

«You know the way? Do it your own way then ...»

Our volunteers are trained, and then develop and conduct activities aimed at preventing risky behavior, helping children, the elderly, homeless animals.

During these years, we held more than 1,500 events and covered more than 35,000 people.

We develop unique preventive games, thematic performances, organize exhibitions, shoot social advertising, come up with interactive quests, participate in international exchange programs, and constantly develop ourselves, lead an active and interesting life.



The uniqueness of our movement is that it brings a double social effect - «Helping others, the volunteers are changing themselves!»! And these are not just words, they grow when they join the movement, they expand the picture of the world, they learn a lot of new things. The movement promotes entry into higher education institutions, the formation of attitudes towards a safe and healthy lifestyle.

On the one hand, volunteers distribute information among their peers about how to protect themselves and their health. On the other hand, the movement helps to socialize the volunteers themselves. During the existence of the movement, 784 people took part in it, of which about 35% were able to enter institutions, many found good work, 80% maintain stable relations with their girls or young people, some already have their own families. All of them have acquired an active life position and realized that they can change for the better their lives and the lives of the people around them.



14

Today the movement implements both preventive and socially oriented projects and programs. The Commissioner for Children's Rights in St. Petersburg, the Committee for Social Policy of St. Petersburg, the Committee for Education of St. Petersburg and the Leningrad Region, the Committee on Youth Policy and Interaction with Non-Governmental Organizations are cooperating and supporting us.

The activities of the movement cover all the Centers for Family and Child Aid, social rehabilitation centers and shelters of St. Petersburg, there is active cooperation with 6 professional lyceums and colleges.

Head of the Movement: Kutsak Marina Sergeevna +7-921-646-84-11. marina-kutsak@mail.ru

The aim of the Youth Volunteer Movement "You know the way? Do it your own way then ... ": promoting healthy lifestyles, preventing the spread of socially dangerous diseases and promoting successful social adaptation, developing and disseminating models of socially safe • development of preventive products and adaptation behavior.

#### The goals of the Youth Volunteer Movement "You • preventive work know the way? Do it your own way then ... »:

- · development of social skills in safe behavior;
- raising the awareness of young people;
- · promotion of healthy lifestyles;
- · Integration of efforts of state and public organizations to form a healthy lifestyle;
- organization of leisure;
- involving young people in the active social life of the
- development and promotion of new topics of preventive work;
- · creating an opportunity for international cooperation and exchange of experience between volunteer movements:

- Preservation and growth of the number of participants in the movement:
- formation of public opinion;
- development of socialization skills among participants in the movement, facilitating the disclosure of creative potential:
- Creating a positive example, an alternative to many common things in a teenage environment.

Youth volunteer movement "You know the way? Do it your own way then ... "has its own symbolism, logo and other attributes. Activity of the Youth Volunteer Movement "You know the way? Do it your own way then ... "is regulated by the following documents: the Charter and the ethical code of the volunteer.

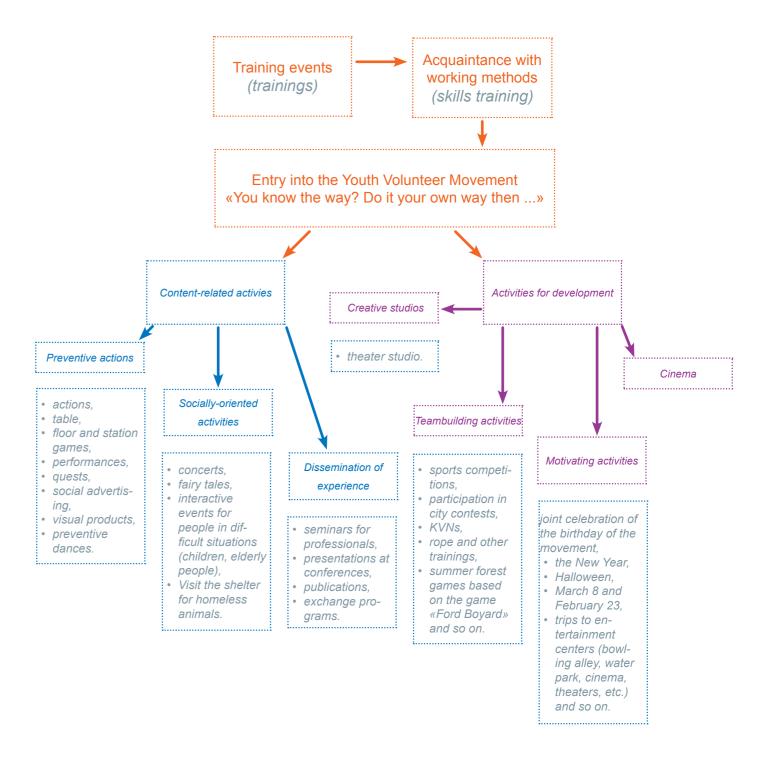
#### The main areas of focus of the movement:

- of the best domestic and foreign experience;
- · Socially-oriented work with people in difficult life situations:
- involving young people in the active social life of the
- informing the public (working with the public).

#### The program of work with volunteers includes two main blocks:

- 1. Carrying out socializing and developing activities for volunteers: trainings, creative studios, film theaters (viewing and discussion of films), joint celebrations. trips outside the city, etc.).
- 2. Conducting peer-based peer-to-peer activities aimed at developing a healthy lifestyle, preventing risky behavior and supporting children in difficult life situations. These include: city actions, games on safe use of the Internet in schools, station games, thematic performances, exhibitions, events in social rehabilitation centers, etc.

Schematically the model of work of the Youth Volunteer Movement "You know the way? Do it your own way then ... "can be represented as follows



#### The results of the movement:

- 1. More than 1500 events
- 2. 5 city campaigns were developed and conducted
- 3. Created 2 preventive games (outdoor game "Cyber-Land" and a game with cards "Solyanka").
- 4. Developed 12 station games on various topics for children and adolescents of different ages.
- 5. Information on the experience of the movement is placed in 15 books and brochures
- 6. A preventive dance on safe use of the Internet "11 Simple Rules for Your Safety"
- 7. Created a preventive quest "Missing"
- and held
- 9. Five thematic performances were developed ("Back to love", "Home", "Illusion", "And then the war ...", "The girls have no problems?").
- 10. Scenarios have been prepared and 8 New Year's fairy tales for 3000 children in social rehabilitation centers and shelters and elderly people in homes for the elderly and disabled
- 11. The volunteers of the movement took part in 5 exchange programs (Germany, Azerbaijan, Poland, Austria, Slovakia)
- 12. More than 200 letters of thanks from various organizations

### The basic principles of the Youth Volunteer Movement "You know the way? Do it your own way then

- 1. We work with students from vocational schools and colleges, most of which can be classified as "disadvantaged" adolescents, and we break stereotypes about them (we think that they are as active and talented as other children, sometimes they just need help to reveal).
- 2. We believe in those who do not even believe in themselves (participation in the movement changes what is most difficult to change: we help the guys to believe in themselves, to form an active life position).
- 3. We do not have a "mass production", but a "piece work" (with each volunteer a professional psychologist works, so in a year we can attract from 30 to 100 new volunteers to our movement.) Each volunteer feels his need, everyone has the opportunity to

- express their opinion and bring new in the life of the movement).
- 4. We do not force, but interest (the first time many children come to us to "skip" a lesson, have a tasty meal, and then stay for several years).
- 5. We become friends (we do not abandon friends, and friends do not abandon us: after completing training or returning from the army, they continue to participate in our events, so the upper limit of the age of volunteers is growing every year.) Today it is 33 years old.
- 6. In our work we use the peer-to-peer approach (we are sure that it is always easier to talk with a person in one language that you understand: a giraffe will better understand a giraffe, a penguin a penguin, and a teenager a teenager).
- 8. Four exhibitions of creative works were organized 7. One of the main principles is the principle There is no operation of stories of volunteers (the guys share with the leader their past, their joys and sorrows. Everything that the volunteers tell remains inside the movement.) Information can only be given in a general array so that the person is not recognizable).
  - 8. We never pin labels (different children come into the movement, it does not matter to us: who you were, vour social status, vour financial situation, etc. - it's only important to us who you are, what you want to achieve).
  - 9. Respect at all levels (in the movement all are one and all are equal).
  - 10. We are sure that not everyone is born a star, but everyone can become it (the movement sets itself the goals of revealing the creative potential of each participant).
  - 11. Flexibility of the approach (movement is a living organism that changes depending on the people who fill it in. We do not have a clear framework, we hear the ideas of volunteers and we are trying to realize their dreams and needs).
  - 12.Integration of efforts and cooperation (the movement is open for cooperation with other volunteer associations, public and state organizations.) We are sure that joint, concerted actions are needed to solve social problems).
  - 13. Openness to everything new (We are always open for new people, ideas, methods of work).
  - 14. Belief in what you do and in those with whom you work! (This principle applies to both volunteers and the head of the movement All participants must believe that their activities are of benefit, that they are needed, and the manager must understand that,



although it is sometimes difficult, that often volunteers are "difficult "children (difficult teenagers). working with them, you change them and their further life, and fate for the better. We need to believe in them, and then they will surprise you).

- 15. Volunteering is not work it's a way of life! (Becoming a volunteer, the guys often change the circle of communication, there is a need for active work, and even those who planned to spend no more than a few hours a week on participating in the movement's activities begin to spend every spare minute in it., there is a desire to help).
- 16.An important condition for a productive, systematic and effective "work of the movement is the function of a leader who speaks for volunteers as a positive" adult

#### Volunteers thoughts about the movement:

"ZKKZ, dear, thank you, you are a native and integral part of my life for more than 4 years!"

"You know the way? Do it your own way then ... "I did not know that I could be this: brave, kind, strong and sympathetic. I'm glad that we have each other in our separate good world "

"We have the best leader, the most active guys, everyone who even once participated with us in the event, certainly for a long time will not forget this, as I, having participated once 5 years ago, do not forget everything and can not imagine my life without it "

"I, as the air lacked the kindness and tenderness of others, but I did not think that it is necessary to start, first of all, with yourself. When I became a member of the Youth Volunteer Movement "You know the way? Do it your own way then ... ", I began to look more brightly at the world, to enjoy life more. Now I know that I can be useful, that there are people who need my help. I know that I have already changed for the better, and people notice this. "

The impact of volunteering on personal and professional self-awareness and self-determination



The researchers found that the success in life and productive self-realization of youth is achieved due to the high level and long-term manifestation of creative and social activity, mobility and flexibility, developed ability to get out of crisis situations. All of the above combines volunteerism.

Researches of recent years devoted to volunteer activity (ES Azarova, LV Bolotova, SG Ekimova, NV Macovei, VV Mitrofanenko, LE Sikorskaya, etc.), confirm its significance in the processes of socialization, adaptation, inculturation of youth, as well as in the development of personal potential, assertive behavior, prevention of various deviations and offenses.

It should be specially noted that volunteer activity is presented as a form of motivating socialization of young people. Participation in the activities of various youth volunteer movements serves the goals of self-socialization and is aimed at inducing the individual to actively act independently as a subject of socialization. A young man is not just a part of the society, but also begins consciously to choose his way of life; he does not just adapt, but begins to program his own life independently, i.e. begins to manifest nonsituative (nonadaptive) activity<sup>20</sup>.

Participation in the activities of youth movements fundamentally changes the position of the young man, there is a transition from a passive «object» of influence to an active «subject». The peer-to-peer approach to conducting preventive, agitation and other work has shown its high efficiency in the world community.

I would like to emphasize that the volunteers of the Youth Volunteer Movement «You know the way? Do it your own way then ... «- are a special category. These are not textbook children who originally wanted to help someone and carry good to the masses. As a rule, they started participating in the activities of the movement because of the free form, the possibility of «doing nothing» during school hours. But as practice shows, these children really change and become volunteers with a capital letter. This is another feature of our movement «We believe in those in whom no one believes.» We believe that there

20 . Mkrtumyan LS Analysis of the pedagogical potential of volunteer activity // Young Scientist. 2015. № 4. Pp. 592-596 (Мкртумян Л. С. Анализ педагогического потенциала волонтерской деятельности // Молодой ученый. 2015. №4. С. 592-596)

are no «bad» children, there are no children who do not have talent, it just happens that this talent needs to be discovered, as it is known not everyone is born with stars, but in the movement we believe that everyone can become it.

Young people who have experience in volunteering are included in socio-cultural transformations designed to contribute, first, to the life of the participant in the movement, and second, to improving the life of society as a whole. At the same time, the accumulation of experience of participation in volunteer activity forms among its participants spiritual, moral, patriotic and universal values, and an active life position is formed.

In the process of volunteering, young people learn the ways of social and professional behavior, new social roles, as well as social and professional activities, develop their intellectual level, realize the opportunity to translate their creative plans and leadership potential.

In addition, it is necessary to understand that the identity of a young person is identified with a particular social group, society, culture. At the same time, often the guys who study in professional lyceums and colleges are stigmatized, the term «PTushnik» is familiar to everyone. Participation in the activity of the movement reveals the limits of opportunities for each participant, stereotypes break down, the children begin to perceive themselves in a completely new way, there is a significant increase in self-esteem.

The process of formation of the self-awareness of the students of youth is complex and contradictory, for it has a huge influence, both objective and subjective factors, closely interrelated with various components of the individual. S. G. Ekimova believes that the pedagogical essence of volunteer activity lies in the fact that it is an anthropological, axiological and activity resource for internal transformations of a student's personality and the development of his important personal qualities

The anthropological resource allows to develop the need for volunteers to take a more careful and attentive attitude to people, their problems. Interaction with the category of population that has fallen into difficult situations in life, contributes to deep internal self-change of participants, develops a high personal responsibility. The axiological resource of personal development of volunteers powerfully regulates their behavior, life goals, value attitude to everything around, to themselves and their activities. The activity resource focuses on the search for such an outwardly set volunteer activity that will help to change its internal activity, motivation, hierarchy of value orientations, develop such professionally significant personal qualities as empathy, tolerance, reflexivity.

Based on the literature and experience of empirical studices and observations, it is possible to formulate criteria for the effectiveness of volunteer activity and to identify the criteria for changes (Table 1).

... The world is full of people waiting to see if anyone appears in their lives who can transform them into what they would like to see themselves. However, there is nowhere to wait for assistance - they are standing at a bus stop, but buses do not run along this street. So they can wait a lifetime if they do not take care of themselves and learn to exert pressure. To fully realize your potential, you need to develop the habit of

Change criteria	Indicators
Value orientations	<ul> <li>change in life and professional value orientations;</li> <li>readiness for gratuitous activity;</li> <li>the desire to be part of a society / team;</li> <li>the formation of social and personal values.</li> </ul>
Professional orientations	<ul> <li>changes in target and semantic settings;</li> <li>striving for professional self-development;</li> <li>change of the motives of professional activity (cessation of the domination of only material motives)</li> </ul>
Development of personal qualities	<ul> <li>empathy;</li> <li>Tolerance;</li> <li>reflexivity;</li> <li>communication skills.</li> </ul>

L.E. Sikorskaya notes that the influence of volunteer 3. The criteria of duration: the longer a person activity on its participants consists of three main components:

- 1. The teaching component consists in the formation of experience of social competence, the development of vocational skills:
- 2. Developing component is expressed in the growth of self-consciousness of the individual, in the development of abilities for self-determination;
- 3. The upbringing component is the formation of civil, moral and moral qualities of the individual .

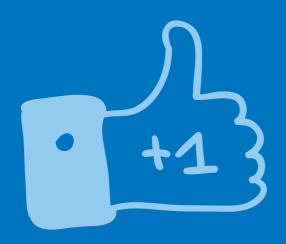
On the basis of all of the above, a number of criteria for the success of volunteerism and / or volunteerism can be singled out:

- 1. Criteria of intelligibility and meaningfulness: the better the volunteer realizes his activity, its goalss and causes, the higher is his inclusion in this activity.
- 2. Variation criteria: the more variants of activities the volunteer movement offers, the more participants have the opportunity to acquire professional experience and the higher the interest in activity.

- participates in the activity of a movement, the more often he fills a need to manifest altruism, help and care for others.
- 4. Criteria of professional support: you must always be aware that volunteers are not 100 percent professionals. Every volunteer movement should have a leader - a professional and an expert in the issues in which the movement operates.
- 5. The criteria of continuity: it is very important that in the volunteer movement there are more senior guys who can become mentors over newcomers.
- 6. Voluntary criteria: it is very important to remember that every participant in the movement should be there voluntarily and be able to leave the movement without hindrance, in case of desire or any need.

The experience of the Youth Volunteer Movement «You know the way? Do it your own way then ... «shows that young people with a difficult destiny can be very effective in carrying out activities aimed at preventing the behavior of» risk. « This experience can be extended to other organizations and countries

# PRESENTATION OF METHODS OF PREVENTIVE WORK INVOLVING CHILDREN, ADOLESCENTS AND YOUTH





An interactive method that was developed by the Regional Public Organization for Social Projects in the Sphere of Welfare of the Population Stellit and the Youth Volunteer Movement «You Know How? As you know ... «
Russian Federation, St. Petersburg.

**Objective:** to raise awareness of participants on the safe use of the Internet.

#### Goalss:

- 1. To inform the participants about the opportunities and risks associated with the Internet.
- 2. To inform participants about how to comply with security when using the Internet;
- 3. Teambuilding skills;
- 4. Icebreaking and empowerment of participants;
- Introduction of prerequisites for open discussion of significant problems.

**Duration of the game:** the time frames of the game - 2 to 2.5 hours, depending on the number of participants.

**Recommended number of participants:** up to 30 people: school-students, students of vocational education institutions, students of social and rehabilitation centers and shelters, aged 10 years and over. Professionals and parents could also play the game.

#### Contents of the game:

The game that involves vigorous activity is called "Olloppole"; it was designed in the summer of 2004 in the Taurus camp, in Finland. In 2009 - 2010, the game was adjusted, by volunteers of the Youth volunteer movement «Do you know the way? We will show you the right way then...», to the Russian context with regard to the safe use of the Internet

Before the game starts, the moderator is supposed to prepare A4 paper sheets; each of the sheets has a name of one of personal characteristics - positive or negative. The basic kit includes 30 cards (they are available on the disc), however the coach can increase the number of the cards if necessary. In the event the coach decides to introduce additional cards, it is important that the number of cards with positive personal characteristics correspond to the number of cards with negative personal characteristics.



The moderator also prints out the form sheets (one form sheet per team of players and one for the moderator); the form sheet has a table of two columns. The first column of the table lists the same personal characteristics that are written on the cards (one characteristic per each line). The second column of the table should be unfilled. The form sheet for the basic version of the game is available on the disk. In case the moderator decides to introduce additional cards, it is important to enter the names of the corresponding additional characteristics into the table.

The game is played in a big hall. The moderator prepares the game-ground, prepares a large dice made of soft material (the dice has points on its sides - from one to six), unfolds the playing field (the layout of the field is available on the disc), place the cards with names of the personal characteristics in such a way that participants could see them.

All participants get together in the room allocated for the game, they are introduced to the goals and objectives of the game, after that they are invited to split into teams. Each team can include up to 10 people, but it is very important that the number of participants in the teams be equal. Teams choose their names and captains. After that, all teams get form sheets with tables (one form

sheet per team). Players are invited to fill in the second column of the table - rank the listed personal characteristics, assigning scores from 1 to 30 (if the table contains more characteristics one need to rank them from 1 to a figure that corresponds to their number). The ranking is to be done in such a way that the maximum number of points is assigned to the characteristic, which, in the If the chip falls on a green box, the moderator asks the opinion of the team members, is the most valuable for a person, while one point correspond to the least valuable characteristic. Each personal characteristic should get individual number of points: there should be no characteristics getting the same number of points. At the same time, the number of points that different teams assign to the same characteristic may differ.

After all the teams have ranked the personal characteristics, they return the completed tables to the moderator. The moderator calculates simple average for each personal characteristic and enters it into his copy of the table. For example, in case four teams participate in the game, and one of them assigns 20 points to such characteristic as "cheerful", the second team gives 10 points to this characteristic, the third team - 5 points, and the fourth team - 2 points, then the moderator calculates the simple average as follows: (20 + 10 + 5 + 2) / 4 = 37/4 =9.25. After that, the moderator puts 9.25 into the second column of his copy of the table opposite the characteristic "cheerful".

The ranking procedure is necessary to determine the score points for each team at the end of the game. The players cannot see the results of the moderator's calculations until the end of the game, so they do not know how many points they will get for each personal quality, the card with which they will earn during the game. Thus, until the last moment it is not clear which team will win.

At the beginning of the game, each team is invited to take two cards with personal characteristics from the center of the game field. The order of participation in the game is determined by throwing a large soft-material dice (with the number of points from one to six on its sides): the team that scores the largest number starts the game.

Team captains are invited to choose an item (it could be a pen, a badge, a felt-tip pen etc.), which would become a gambling chip of the team. When all teams simultaneously put their chips on the red starting box, the game begins.

On the game field there are boxes of different colors, the moderator gives the team instructions depending which box the dice lands on to.

The team proceeds across the field according to the scores it gets by throwing the dice.

#### Boxes in the game field

Each team puts the chip on the red starting box. The first team throws the dice and moves its chip forward by

as many boxes as the dots it gets on the dice. If the chip again falls on the red box, the team can take any card (with a characteristic indicated on it) from the center of the playing field or borrow any card they want from the

team a question. Before giving an answer, the team has the opportunity to discuss the question. If the team gives the correct answer, it can take any card from the center of the game field or borrow any card from another team. If the team give a wrong answer, it falls into the "house of justice" (the golden box) and loses the card it has (see next paragraph).

If the chip falls on the **golden** box ("the house of justice"), the team has to give away one of the cards it acquired earlier. One of the players puts all the cards in a pile, face down, spreads them like a fan, the moderator randomly pulls out one of the cards and puts it in the center of the game field. When a team hits the golden cage, it always loses one card.

If the chip falls on the **blue** box, the team could challenge the opposing team for a duel or a discussion. The moderator has the list of topics for discussion. The moderator decides who the winner is, and the winner is allowed to randomly take away any card from the losing team.

If the chip falls on a **yellow** box, the team gets a goals from the moderator, which must be carried out. The list of the game goalss is kept by the moderator, who, if necessary, could come up with new ones. The team has a minute to start carrying out the goals. If the team fails to cope with the goals, it falls into the "house of justice" and loses one of its cards, which the moderator puts in the middle of the game field.

The game comes to its end when there are no more cards with personal characteristics left on the game field. The winning team is selected as follows: all teams using the table, filled by the moderator at the beginning of the game, calculate the total number of points for the cards that they acquired during the game. For example, if during the game one of the teams collects cards that says "reliable", "cheerful", "shy", "honest", "tolerant", and the moderator's table says that "reliable" is 3.2 points, " cheerful " - 9.25 points, "shy" - 4.5 points, "honest" - 8.5 points, and "tolerant" - 15 points, the calculations would look as follows: 3.2 + 9.25 + 4.5 + 8.5 + 15 = 40.45. The team that scores the maximum number of points wins.

It must be remembered that since the game is competitive, it is very important to reward the winning team, at least with a token gift.

#### Technical requirements for the game:

- · game field:
- moderator;

- · dice (better if it is large enough and made of soft material);
- big hall or a gym;
- · cards with personal characteristics;
- form sheets for participating teams;
- summary (destination) table;
- · prizes for the winning team.

#### **Expected results:**

- 1. Participants are to find out that the Internet expands opportunities, but can also be associated with various risks:
- 2. Participants assimilate the basic rules of the safe Internet use:
- 3. Participants become better acquainted and participate in team building activities;
- 4. During the game, participants are able to ask "burning" questions and get detailed answers.

#### Recommendations for the organization and conduction of the "CyberLand" game:

- It is very important that the participants of the game understand that, on the one hand, this is a competition, but on the other hand, the victory in the game is not the most important thing, but also new, useful knowledge that they would require are also important.
- In case the moderator does not have enough time, instead of cards with the names of the personal characteristics he/she could use sheets of paper with serial numbers from one up to the number corresponding to the total number of sheets of paper (for example, if there are 10 sheets of paper, they are to be numbered from 1 to 10, each sheet of paper should have one number, numbers should not be repeated). In this case, the sheets of paper should be arranged in the center of the game field face down. When calculating the total number of points at the end of the game, teams would summarize numbers



- on the cards that they collected during the game. The team that summarizes the maximum number of points would win the game.
- · Quite often the participants come up with "burning" questions during the game; it is very important that the facilitator could answer them
- We should remember that there are guite a lot of energetic goalss in the game, and it is important that the participants have a chance to use the "STOP" rule (not participating in the goals).
- Quite often after the end of the game, the participants start discussing the challenging goalss they have been dealing with; it is very important to give answers to all their questions.
- It must be remembered that such a game is mostly effective when it is combined with other activities (lectures, round tables, etc.).
- It is important that the content of the goalss be consistent with the age of the participants; if the game involves people of different ages we must try and do our best to make the game interesting for all of them.
- It is desirable to receive feedback from the participants of the event, which will help making the game more interesting.

#### Feedback from the participants:

The experts of the Regional Public Organization of Social Projects in Sphere of Population's Well-Being «Stellit» and volunteers of the Youth Volunteer Movement "Do you know the way? We will show you the right way then..." have held more than 300 "CyberLand" games, that were attended by more than 900 people. The games were attended by students and staff of professional lyceums, technical schools and colleges, children from social rehabilitation centers and shelters, representatives of various volunteer movements in the North-West of Russia, as well as experts and volunteers from various international organizations. The game "CyberLand" keeps



getting high appreciation from the participants. It is also important to note that many experts adopt the experience of the game and try to introduce it in their institutions.

Here are examples of the feedback from our participants:

«This is a very interesting and creatively different format of work. I enjoyed it, and I would like to introduce my students to it»

«It seems to me that the main advantage of such a format is about its high variability: the game could deal with any topic, the main thing is to give correct wording to the challenging issues.»

«I am very glad that today I participated in this game. Indeed, now it has become easier to communicate with other guys, and I have learned a lot of new things»

#### 2.2. Performance for prevention of risk behavior «Illusion»



An interactive method that was developed by the Regional Public Organization for Social Projects in the Sphere of Welfare of the Population Stellit and the Youth Volunteer Movement «You Know How? As you know ... «
Russian Federation, St. Petersburg

**Objective:** To attract attention of adolescents and young people to the problem of young people involvement in various kinds of "risk" behavior, development of safe behavior skills.

#### Goals:

- To advise the audience about which the groups of adolescents and young people that are most exposed to the risk of being involved in human trafficking, and about the main mechanisms of recruitment;
- 2. To advise the audience about the risks associated with Internet activity;
- To develop rules of safe behavior together with the audience.

**Duration of the performance:** The performance is staged as 7 completed scenes. After the performance, the facilitator conducts a discussion with the participants. The performance and the discussion lasts 60 minutes.

#### Recommended number of participants:

Actors: 12 people (7 boys and 5 girls), students of vocational lyceums and colleges, volunteers over 16 years old, who underwent preliminary training on the problem of children commercial sexual exploitation.

Audience: from 10 to 300 people who are studying at secondary school, vocational school and college students, orphan and foster home children aged 16 and over.



#### Questions for discussion:

After the end of the performance it is by all means recommended that you hold a discussion with the audience, it would be a good idea to find out what they understood form the performance, and would be useful to introduce them once again to the rules of safe behavior.

#### Questions for discussion:

- 1. What was the performance about?
- 2. Can what we have shown you happen in reality?
- 3. Did the main characters make any mistakes? If so, what kind of mistakes they made? What could they have done differently to avoid those mistakes?

At the end of the discussion, you are strongly recommended to tell the audicence that there are always adults next to every teenager, who are always ready to help them: parents, teachers, psychologists.

Adolescents should not be afraid to consult or refer to adults for help in a difficult life situation.

### Technical requirements for conducting the performance:

The play should be performed on stage. It is necessary that there is a possibility of controlling the light (turning on and off the stage lighting) and sound equipment (speakers, microphones, etc.).



#### Required prop:

- furniture (12 chairs, 1 table);
- nameplates («Masha»; «Yana»; «Natasha»);
- a sign with the inscription «Airport: Departure gate area»;
- · a sign with the inscription «Job interview»;
- a «blue door» (as a symbolic image of the play);
- a laptop:
- a comprehensive English-Russian dictionary;
- a pointer;
- cardboard boxes, with pieces of paper depicting the name of psychoactive substance glued to one side of the box (for instance, «Beer», «Vodka» etc.) suits for guards (2 pcs.);
- T-shirts for actors (colored 11 pcs, grey 11 pcs with inscriptions):
- artificial flowers:
- a plate with an image of a heart (2 pcs.);
- · a mobile phone;
- a mirror and a lipstick;
- a ball;
- a suit for the «Janitor» (a vest, a helmet, a broom or a mop);
- helium-filled balloons (12 pcs.);
- gifts for the audience (for example, colored glass pebbles);
- plates for the «Harassment» scene;
- plates for the final scene;





26

sound accompaniment (music for the performance).

Musical and video accompaniment, the script, recording of voices and samples of plates are stored on 3. it is important to pay special attention to the work on the Disk.

#### **Expected results:**

- 1. Knowledge assimilation by the spectators of the risks related to the use of the Internet and of mechanisms of involving and young people in human trafficking.
- 2. Awareness of the viewers that the problem of human trafficking and negative consequences of the use of Internet can affect them personally and / or their friends.
- 3. Assimilation by spectators of rules of safe behavior and knowledge about places, where to seek help in critical situations.

#### Recommendations on the organization and conduct Feedback from the audience: of the performance:

- 1. as mentioned above, it is crucial that the actors receive training on the prevention of commercial sexual exploitation of children and development of safe Internet usage skills: only in this case they will be able to effectively convey their message to the audience;
- 2. as much freedom as possible should be given to the actors when discussing the script and distributing the roles: they can improvise in the course of the performance and add something of their own - this should be encouraged; However, it is important that their participation in the performance is voluntary and that

- they understand the significance of the problem of commercial sexual exploitation of children;
- the speech of the actors: in order for the words to sound clearly, the actors must diligently pronounce the endings of the words, in no case "swallow" them;
- 4. there is no need for a large number of scenery: the same furniture can be rearranged directly on the stage, turning the stage either into a school class or into an airport; However, it is very important to have a person responsible for the timely placement of the props on the stage (in this play this role was assigned to the "Janitor"):
- 5. the theme of the performance is complex, so it is very important to monitor the emotional state of the actors: try to support them and create a positive spirit during the rehearsals.

"Thank you so much, the guys performed so sensually that you believe everything that happens on the stage."

"Today we watched a story not just about someone, we watched a story familiar to us- teenagers."

"A terrific performance. In such a short time, a tremendous amount of problems, which young people are subjected to nowadays, have been covered. We saw that spectators were reflecting. ".

#### 2.3. Dance for prevention of involvement in human trafficking and development of skills of safe use of the Internet «11 easy rules of your safety»



An interactive method that was developed by the Regional Public Organization for Social Projects in the Sphere of Welfare of the Population Stellit and the Youth Volunteer Movement «You Know How? As you know ... «Russian Federation, St. Petersburg

Objective: to attract the attention of children, adolescents and young people to the safe use of the Internet and human trafficking issues, to inform them about the basic rules of safe conduct.

- 1) To inform participants about how to protect themselves from the risks associated with the use of the Internet;
- 2) To inform the participants about the rules that must be observed to avoid involvement in human trafficking;
- 3) To help participants to realize that together they are able to protect themselves and their friends.

Duration of the dance: 15 - 25 minutes.

Target group: children, adolescents and young people, age 7 years and older.

#### Recommended number of participants:

Number of participants is unlimited. The event can be attended by: school-students, vocational professional and college students, students of university students, children from social rehabilitation centers and shelters and any other categories of citizens, age 7 years and older.

Recommended number of volunteers (dancers): for the event it is desirable to have at least 20 pre-trained volunteers.

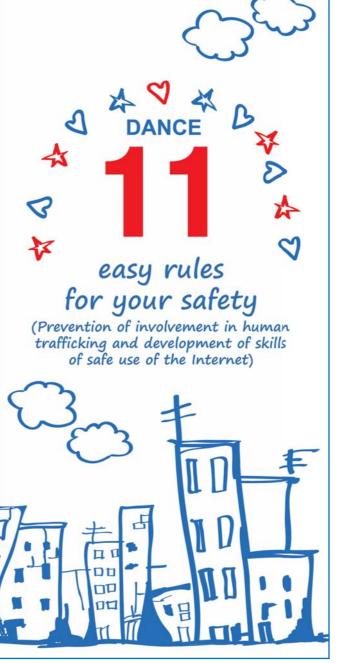
#### Dance description:

Flash mob —Flash mob is a pre-planned mass action when a large group of people (mobbers-dancers) appear in a public place, perform pre-agreed actions (scenario) and then break up. The main goal is to enjoy the process and puzzle others.

The basic principles of flashmob: spontaneity and the absence of any financial or advertising goals.

Flashmob is aimed at causing mixed feelings of misunderstanding, interest and participation in casual viewers.

When a flash mob is presented as a dance, the mobbers hide themselves in the crowd. One of them put on the music selected for the dance in advance. Small groups of dancers come out of the crowd and begin dancing. After the end of the dance, the mobbers disappear again into



The dance "11 Simple Rules for Your Safety" is a mix of a flashmob dance and a preventive dance.

The event is held in the street or in a large room. The event is conducted as follows: at a predetermined time young people (students of educational or other institutions) and volunteers gather in an assembly hall or on a sports ground. Music is put on, and volunteers come out and dance. After the viewers have seen the dance, they are invited to take part in it. Volunteers slowly begin to show movements, and the facilitator explains that each move means one of the rules of safe behavior, provides information about the possible "risks" associated with using the Internet, the problem of trafficking and how to protect yourself.

After all the participants have mastered the movements, audience start dancing together, the dance could be repeated three to five times.

At the end of the event, all participants are given a leaflet with safe conduct rules.

Video of the dance, background music and visual materials (tablets/posts with images of movements) for the dance "11 rules of your safety", as well as leaflet for the participants are available on the Disk.

#### Technical requirements for the dance:

- For the dance "11 simple rules of your safety" you need:
- not less than 20 trained volunteers;
- a large room
- sheets of A3 paper, each of the sheets has one of the safe behavior rules written on it, the rule corresponds to a certain movement of the dance;
- · cards for participants on safe use of the Internet;
- laptop or computer;
- acoustic system;
- a disc or a flash card with recording of music for the dance;
- · microphone.

#### **Expected results:**

- 1. To attract attention to the problems of human trafficking and safe use of the Internet.
- 2. To introduce participants to the rules of safe behavior, which they are supposed to learn.
- To help young people developing pro-active attitude and understanding that young people can make a significant contribution to the implementation of preventive measures.

Recommendations for the organization and conduct of the flash mob:

- It is necessary that the volunteers, who participate in the dance, are well trained. They should know perfectly and perform all the dance movements, they also have to pass special training and be knowledgeable on safe use of the Internet and the problem of trafficking.
- It is desirable that all dancers wear similar clothes (a form of volunteer movement or just similar t-shirts or sweatshirts).
- It would be a good idea to involve an animator into the dance (a volunteer disguised as a recognizable character, for example, as a clown). This would allow attracting attention easier, as well as would contribute to establishing more relaxed atmosphere.
- It is desirable, but not necessary, that the team of volunteers includes professional dancers who can perform all dance movements gracefully and at a top professional level. Such approach to a great extent facilitates teaching dance to new participants;
- It is very important to answer all the questions posed by participants at the end of the event.
- It is very important to get feedback from the participants: it would help to enhance the action.
- We have to remember that interactive formats always attract great interest and response from participants, but they provide only general information about particular problem, therefore, it is important to use the dancing flash mob together with other activities, that would provide young people with more detailed information about human trafficking, safe use of the Internet, the rules of safe behavior and about what to do in a critical emergency. We recommend that you conduct a similar flash mob in combination with an indoor game or a performance. You can also conduct it as an introduction before a lecture or a discussion

#### Feedback from the participants:

«A wonderful event, it was fun, involving and at the same time it was educational. Our guys responded with a bang!»

«At first I was suspicious of this event. I thought that there would be another nonsense. But I really, really liked it, the dance is lively, energetic and modern, the guys are very friendly, they explained and showed everything perfectly and clearly. I took home a lot of important information for myself, I want to meet my friends as soon as possible and teach them to dance this flash mob too.»

#### Описание движений танца

Nº	Conditional name of dance motions	of Description of the motions Safety rules	
1.	«Waving»	Quickly raise your arms, count 1.2 - wave twice to the right; count 3.4 - wave twice to the left  (we repeat it to the count of 5.6 and 7.8)	Communicate only with those whom you know in real life!
2.	«Washing»	Count 1,2 – step off to the right and with your right palm make a circle in the air; count 3,4-put your left foot next to the right one and repeat everything counting 3,4 (motions are similar to what we do when washing windows)	Don't open access to your personal pagers: "Everything you post could be used against you"!
3.	«Meeting»	Turn to your partner: (to the right or to the left); count 1,2 and make 2 steps forward; count 3,4 - 2 claps; count, 5,6 - 2 steps backward; count 7,8 - 2 claps (repeat twice)	Do not agree to meet people you only e-met and do not know in reality!
4.	«Money»	Starting position: left leg is straight, the right is bent. Arms are bent; keep them in front of you: palm to palm. Left palm is underneath the right one, move the right one above the left one horizontally and forward, as if counting money.  Count 1,2,3,4 and start moving – slowly turn the body from right to left and continuer counting money, count 5,6,7,8 and again slowly turn the body and repeat the motion.	Do not trust people, who offer you job through the Internet and promise to pay lots of money!

Nº	Conditional name of dance motions	Description of the motions	Safety rules
5.	«Squatting»	Count 1,2,3,4 – squat simultaneously swinging the arms top-down in front of you.	Use web-camera only when communicating with friends!
6.	«No-No-No»	Starting position: squatting posture, right hand is at hip. Count 1,2,3,4 – left hand index finger looks up, we move it away from and back, as if saying: «no-no-no» (similar motions could often be seen in Beyonce clips).	Avoid temping offers from strangers or acquaintances on job, education or marriage abroad!
7.	«It's mine – I will not give it away»	Starting position: squatting, arms are bent, palms are together next to the heart. Count 1, 2 – open your right hand and drop it down, count 3, 4 – open your left hand and drop it down (don't press hands against yourself). Count 5,6 - lift your right hand and bring it into initial position; count 7,8 - lift your left hand and bring it into initial position.	Never ever entrust anybody with your documents (especially pasport)
8.	«Rising up»	Starting position: hands in front of you, next to the chest. Motion: slowly rising diagonally to the right, count 1 – body forward, arms extended sideward, fingers clenched, count 2 – body goes backwards, arms folded on the chest; repeat the motions counting 3, 4. Count 5,6,7,8, - repeat the motion, but to the left and in upright stance.	
9.	«Photo session»	Starting position: girls are standing with their hands on the hips, boys are squatting. Count 1,2 – girls turn right (as if pose to a camera); count 3,4 – turn left; count 5,6,7,8 – girls raise their arms and close their eyes. All the time boys are pretending acting cameramen.	If someone in the Internet promises you a job abroad or asks to send your picture, tell somebody adult about that!
10.	«Windmill»	Starting position: left leg is straight, the right is slightly bent; arms are slightly bent at the elbows, fingers clenched; and turning the body from right to left we are revolving arms. Count 1,2 – hands up; count 3,4 - down; count 5,6,7,8 – repeat everything, but the body is being turned from left to right.  Repeat twice.	Remember that not all the information you see or read in the Internet is true!

Nº	Conditional name of dance motions	Description of the motions	Safety rules
11.	«Clapping»	Two steps forward and 2 claps. Two steps backwards (to the starting position) and 2 claps; 2 steps to the right and 2 claps; 2 steps backwards (to the starting position) and 2 claps; 2 steps to the left and 2 claps; 2 steps backwards (to the starting position) and 2 claps; and again - 2 steps forward and 2 claps.	Remember: your safety and security depends on you!
12.	Further on we repeat the dance from the beginning. When in position №11 we slowly raise both hands upwards (palms are not clenched) and pass over to motion №1.		







### 2.4. Lesson on Prevention and Counteraction to Sexual Exploitation for Adolescents and Youth «Point of no return»



An interactive method that was developed by the Regional Public Organization for Social Projects in the Sphere of Welfare of the Population Stellit and the Youth Volunteer Movement «You Know How? As you know ... «
Russian Federation, St. Petersburg.

**The objective**: to inform participants about the problem of trafficking in persons and sexual exploitation of children.

#### Tasks:

- 1. providing a glimpse into the world of human trafficking, that can affect their peers;
- informing the participants of the scale of the problem of trafficking in human beings, the mechanisms of involvement and safety rules;
- 3. formation of safe behavior skills.

**Duration**: 1.5 hours (2 lessons of 45 minutes each).

**Target group**: adolescents and young people who study in professional lyceums and colleges aged 16 to 20, including graduates of orphanages.

Number of participants: up to 30 people.

#### Lesson content

#### O Unit 1. Introduction.

Introduction of participants to the lesson's topic. Demonstration of the urgency of the issue.

### 1. Introduction of the host and the subject of the lesson - 10 minutes.

At the beginning of lesson, the host must introduce himself and explain to the audience the point of his visit and which topics they are going to discuss.

The name of the lesson is «Point of no return». It is necessary for the host to ask the participants how they understand the lesson's name. After the discussion, the host makes a conclusion «despite what we do, there is always a point after passing which our actions become irreversible. Point of no return is a moment after which it is not possible or very difficult to turn back. Therefore, it is necessary of evaluate the consequences of our actions and decisions».

**NB!** The host must understand that the topic of commercial sexual exploitation is very emotional and complicated, hence in case of necessity the host must hold an exercise of emotional release.

#### 2. Exercise «Acquaintance» - 10 minutes.

Participants are supposed to split into three groups. Each team has to choose a name, write it on a piece of paper and choose the team captain. Captains introduce their teams alternately and justify why they chose such names.

### 3. A pop quiz testing current level of knowledge on the problematic among participants - 15 minutes.

The test is carried out with the purpose of revealing primary ideas of pupils on the problem. Each team receives a lists of questions on one of the forms of CSEC. Team members should work together to answer the questions and then discussion takes place.

1.	Trafficking in persons for sexual exploitation purposes	1. Agree	2. Disagree
1.	You can travel abroad to get a job or to get married with any visa		
2.	It is easy to find overseas work on the Internet		
3.	Russian youth is of high demand on foreign labor markets		
4.	While being abroad and communicating in a foreign language on an everyday basis, it is easy to learn it.		

1.	Trafficking in persons for sexual exploitation purposes	1. Agree	2. Disagree
5.	Men abroad value Russian women as brides		
6.	There are ways to travel abroad without obtaining a visa		
7.	A company that offers a job abroad can provide a loan to prospect employees for travel and accommodation expenses for the first month of living abroad		
8.	By working abroad as a nanny or a house servant you can earn good money		
9.	I assume it possible for me to meet a foreigner on a dating website		

2.	Prostitution	1. Agree	2. Disagree
1.	they are pushed by circumstances of life		
2.	of obsession with money		
3.	they are subjected to prostitution by force or blackmail		
4.	they enjoy such sexual contacts		
5.	they lack firm moral standarts		
6.	other reason (write what you think it might be)		
		Yes	No
7.	Is prostitution a violation of the law?		

3.	Child pornography	1. Agree	2. Disagree
1.	I consider that pornography might be even useful		
2.	I consider that pornography should be forbidden by law		
3.	I am convinced that pornography distribution needs to be limited		
4.	I think that pornography humiliates females		
5.	I think that pornography humiliates males		
6.	Pornography encourages sexual activity		

3.	Child pornography	1. Agree	2. Disagree
7.	There is nothing bad in shooting girls who look like teenagers in pornography		
8.	Pornography is one of the means of sexual education for the youth		
9.	Actors perform in pornography videos voluntarily and for a lot of money.		

#### O Unit 2: Theoretical material

**NB!** Theoretical information should be presented in accessible and easy to study form.

In this unit, the host tells participants about the problem of commercial sexual exploitation of minors. In this unit it is recommended to use Power Point presentations and social advertisement videos. The duration of the unit is 10 minutes.

#### Units of theoretical information:

#### 1. Кто такой ребёнок?



1) Who is a child?

«.... a child means every human being below the age of 18 years unless, under the law applicable to the child, majority is attained earlier. (UN Convention on the Rights of Child). It is necessary to remember, that if we face a person under 18 years-old disregarding his ap-

pearance, manner of speech and what he/she says, we should always consider him a minor.

Sometimes minor victims of commercial sexual exploitation are accused of their engagement. We want to remind everyone that it does not matter whether the victim was forced to work or did it voluntarily. The fact of exploitation is sufficient for considering a child as a victim.

#### 2. Commercial sexual exploitation of children

CSEC takes place when someone, often adult or just an older person, commits sexual violence against a minor and they pays for it. The payment can be made in forms of money, food or apparel, expensive smartphones etc. Quite often the victim does not receive payment directly, because it given to someone who has power over the victim.

#### 3. The main forms of CSEC

Child prostitution means «the use of a child in sexual activities for remuneration or any other form of compensation». Real stories of children: I. - a 14 year-old girl. From the age of nine, she has been sent by her mother on earnings. I. worked as a street prostitute. After mother's death, father of I. married another woman, who did not like her stepdaughter. Father sided with his new spouse and I. was kicked out of the house.



Child pornography is a form of child sexual exploitation and is defined as any visual depiction of sexually explicit conduct involving persons under the age of 18. Images of child pornography are also referred to as child sexual abuse images.

Real stories of children: N. was eleven years-old. Since early childhood she dreamt of becoming a model or an actress. N. was raised in a nuclear and higher-income family. Her parents decided to make her dreams come true and enrolled her in a child model agency. During the first year N. was over the moon thanks to fancy clothing, hairstyles, wonderful photographs, so she considered herself a star. However, once a photographer asked her to pose naked. She refused. He started threatening her with exclusion from the agency. Thus, she agreed to pose naked. N. did not tell her parents anything because she was too shy to share this. It's been a while before it ended....



Human trafficking, or trafficking in human beings is defined as «as the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of

power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation».

Trafficking in children has many reasons.

Children can be used in performing dangerous and illegal work, begging, drug trafficking. Little kids can be subjected to illegal adoption. Children and youth can also be engaged in armor conflicts. In addition, children can be subjected to forced prostitution and sexual exploitation.

Moreover, if we are talking about minors it does not matter whether the victim is forced to work or does it voluntarily. The fact of exploitation is enough evidence for considering a child as a victim.

Real stories of children: K. is a girl age 17. She found a job as a house servant in a foreign country on the Internet. When K. arrived at the airport her ID was taken away from her under the pretext of paperwork. She lived for a while in the house of a wealthy man, where she performed hard household work and did not receive any money for that. Sometimes her employer invited guests and forced K. to have sex with them.

#### O Unit 3. Myths about CSEC

1. Exercise «Rearrangement» – 20 minutes.

Participants sit in a circle while the trainee stands in the middle of it. The host offers participants who share common features which are named by the host to change places. At the same time, the person who stands in the center of the circle should try to catch one of the seats, and the one who remains in the center of the circle without a seat will continue to play the role of host.

Examples of how to to start the game:

- Those who are in a good mood, change;
- · Those who respect the rights of others, change;
- Those who were born in the summer, change;
- Those who are able to cooperate, change;
- Those who have grey eyes, change;
- Those who had breakfast today, change.

After the group actively joines the game and takes the edge off, the host asks participants to continue the game with the following statements:

- Those who believe that CSEC is a problem for other countries, but not for Russia, change;
- Those who think that children from well-to-do families would never face such problems, change;
- Those who believe that only pedophiles sexually exploit children, change;
- Those who believe that involvement in CSEC occurs only by strangers and always forcibly, change; (only strangers by force engage in CSEC)

- Those who believe that if a child is involved in CSEC, he does not need help, change;
- Those who believe that CSEC it's not that scary, change:
- Those who believe that the CSEC problem does not concern him and will never do, change.

After the group completes the assignment, the host (busts) destroys most common myths about CSEC. Myth number 1. Commercial sexual exploitation is a problem of "developing" countries

The problem of commercial sexual exploitation of children is relevant for Russia. According to official data of law enforcement agencies, several hundred criminal cases are initiated every year on the facts of involving children in prostitution and pornography. Research data show that Russia is a destination country, a transit country and a source country for children who are involved in trafficking. There are cases of sexual tourism.

### Myth 2. Children from well-off families do not have such problems

Indeed, most likely to be involved in commercial sexual exploitation are:

- **1. Children living and working on the streets.** While living on the streets, children are engaged in begging, are involved in trafficking, including stolen goods and drugs. In addition, these children are often involved in the sex industry.
- **2. Children from families with low incomes.** In this situation, finding means of livelihood sometimes becomes a child's responsibility or necessity.
- **3. Orphans who live in orphanages.** Often children living in these institutions have limited opportunities: intellectual, physical or economic.
- **4. Graduates of orphanages.** Often, graduates do not have any skills of independent living, so they can become victims of fraud: can lose housing and livelihood.
- 5. Children separated from their family / home for various reasons (for example, students, studying away from home or those whose parents are constantly on the road). These children are not under the control of their parents and do not receive the necessary help and support in a difficult situation and therefore may be involved in commercial sexual exploitation.
- **6. Refugee children, illegal migrants.** As a rule, refugee families do not have housing and livelihoods at their new place of residence. They have difficulties with obtaining legal support, as some of them are staying illegally on the territory of the host country. Therefore, children

36

from such families spend a lot of time on the streets, so may be forced to beg and provide sex services.

- 7. Children whose parents are engaged in prostitution, abuse alcohol, or are involved in criminal activities. Children growing up in such families from an early age find themselves in an environment deforming their value orientations and facilitating their involvement in commercial sexual exploitation.
- **8. Children who consume alcohol and drugs.** Regular consumption of narcotic substances changes the value structure of the person: any way of receiving money is acceptable. Constant need to buy alcohol and drugs forces a child to look for any quick forms of earnings, including participation in commercial sexual exploitation.
- **5) Juvenile delinquents and offenders.** Many of them lose connection with social institutions, especially with family and school. This leads to the fact that the control over them to a greater extent is carried out by criminal structures.

Nevertheless, any child - even from a happy family - can become a victim of commercial sexual exploitation. It is important to remember that not only girls, but also boys, can become victims of commercial sexual exploitation.

Real stories of children: In March 2006 in Vologda, the case of involvement of minors in pornography was identified. The principal of one of the gymnasiums was inviting girls and boys from wealthy at the age of 15 to his home. Children participated in pornography filming and received remuneration. The principal used the materials only for personal use. Criminal proceedings were brought in this matter.

#### Myth 3. Only pedophiles sexually exploit children

There is a common misconception that violence against children is committed only by people who have pathological mental disorders, such as pedophiles. However, the results of the research show that it can be completely different people: both men and women belonging to different social groups, with different levels of education and income. They enter into sexual relations with children for various reasons (due to lack of information, accessibility, curiosity), and most of them have no mental disorders. The degree of their participation in commercial sexual exploitation can also be different: some of them "recruit" children, others smuggle victims to the place of exploitation, others commit violence etc.

Myth 4. Involvement in commercial sexual exploitation always occurs by strangers and always forcibly

There are many mechanisms for involving children in commercial sexual exploitation. They are constantly changing and improving. There are cases when children were involved in commercial sexual exploitation by friends, grown-up acquaintances, teachers, sometimes even by parents.

At present, the following basic mechanisms are known:

- involvement through love (infatuation): a man (recruiter) enters into a relationship with a girl, after a while says that he has financial problems and convinces her that the only way to solve them is prostitution;
- involvement through model business: the profession of a model is currently positioned as prestigious and highly paid, but in some cases model agencies can be used to take children abroad to engage in sexual exploitation, models can be involved in "elite" forms of prostitution ( escort service and so on);
- recruitment of children into pornography by an adult: criminals can look for children on the streets (for example, in traditionally "children's" places), in small towns, and offer children or their parents an opportunity to earn money for a child in a big city and a certain amount in advance;
- Recruitment in the sex industry by: there are cases when children who themselves participate in pornography involve their peers in the sex industry, offering them an opportunity to "easily" earn; in some cases, a child who brought someone else to the shooting receives a reward from a pimp or a pornography producer;
- marriage between a foreigner and a Russian woman with children: some foreign citizens are specifically looking for a spouse with children, for the purpose of their subsequent exploitation; sexual abuse of a child by close relatives and friends: among adult abusers, people who the child knows prevail: the father or stepfather, friend, family friend, teacher, etc. They can blackmail a child, force him to provide services for remuneration, produce pornographic materials often without the purpose of profit, but for further spread;
- Involvement of children in commercial sexual exploitation by their parents: there are cases when parents themselves agree to sell the child to the organizers of commercial sexual exploitation (for example, they transfer rights to custody of their child to an adult person in case trafficking the child abroad is expected.);
- Involvement through the offer of travelling abroad for the purpose of studying, working or getting married: some children are eager to move to another country, considering it a real chance to solve many problems. They turn to marriage agencies, employment agencies, use Internet resources. All of this is connected with the risk of involvement in trafficking for

the purpose of sexual exploitation. At the same time, falsification of invitations and other documents is being used;

- Adoption of the child by foreigners with violation of Russian legislation: in some cases, heads of childcare institutions directly receive payment for the adoption of a child from a foreign adoptive family, so when the child is illegally exported outside of Russia, there is a risk of his involvement in commercial sexual exploitation;
- use of the Internet to involve the child in commercial sexual exploitation: there are cases when criminals got acquainted with the child through the Internet, then they meet in real life and commit violence.

### Myth 5. If the child does it voluntarily, he/she does not need help

Even if sexual services for remuneration are performed by teenagers who dress provocatively and say that it is their free choice, they may not fully appreciate the negative consequences of what happens to them. In any case violence takes place. All children involved in commercial sexual exploitation should receive necessary medical, psychological, social and legal assistance.

### Myth 6. Commercial sexual exploitation is not so scary.

Commercial sexual exploitation is a specific trauma which includes not only the use of a child as a sexual object, but also the distortion of his/her social role, interference in the formation (establishment) of virtually all his/her vital installations (value and attitudes). In addition, commercial sexual exploitation leads to serious negative consequences for the health of the child.

Here are just some negative impacts of commercial sexual exploitation for children:

- 1. a distorted system of values;
- 2. the absence of normal trust relationships with the outside world (both peers and adults);
- loss of contact with relatives and friends; connection to all major social institutions is violated among children involved in commercial sexual exploitation: they stop attending school, do not communicate with peers, and often find themselves far from home;
- 4. disorientation and lack of vision of alternative ways to develop one's own life;
- distorted labor motivation in the absence of an alternative way of earning (the possibility of obtaining "easy" money through prostitution);

- 6. drug addiction, alcoholism, substance abuse;
- 7. the complexity of taking responsibility, a short life perspective;
- 8. decreased level of health: common sexually transmitted infections, HIV infection, hepatitis C.

Myth 7. The problem of commercial sexual exploitation does not concern me personally. We promote commercial sexual exploitation of children if we:

- watch child pornographic films, cartoons, photographs and other images;
- know that among our classmates, neighbors or at the nearest crossroads minors offer sex services:
- reconcile ourselves with the fact that one of our friends, colleagues, relatives has sexual relations with minors:
- believe that this is the problem of police and other specialists)

What we can do:

- Share information at home, or tell neighbors, friends, acquaintances about the problem;
- In case if I learn from someone about such cases, I will recommend to call hotline numbers learnt from the received brochures or call them myself
- If my relatives or friends will apply for work abroad, I will give them a phone number for consultation;
- If I or my friends receive questionable offers, I will bear in mind the problem and be careful in accepting such proposals.

**NB!** It should be emphasized that if you follow the rules and think about your actions, the problem of CSEC will never come to your life. Participants should not have fears left after the training. The task of the host is to inform, not to scare.

#### O Unit 4: Work with cases

The duration of the block is 15 minutes. Participants team up once again. Each team gets a case with a story. Within 10 minutes, participants must read the story and discuss what the story heroes should have done differently to avoid the situation in which he / she found themselves. After that, there is time for discussion.

#### Case 1: Pornography:

#### Maria, 23 years old.

Since childhood Maria dreamed of becoming a model and going abroad. Once she came across an ad on the Internet about photo model casting to work in Italy. And she passed. She was offered to sign a contract for 1 year which was concluded in an unfamiliar for her Italian language. Her prospect employer, according to the terms, was supposed to cover travel and accommodation expenses. She was promised to have a salary of 1500 euros per month. She agreed. When she arrived in Italy, everything turned out to be different. She was deprived of her passport and phone, brought to a private house under the pretext of a photo session. There were many more girls. They were forbidden to go anywhere, they were guarded and supervised everywhere. They were forced to act in porn films and provide sex services to customers. Those who refused were brutally beaten and threatened, cigarettes were blown on their bodies. Many of them disappeared ... A year later Maria's client helped her to escape.

#### Case 2: Sex trafficking

#### Elena, 21 years old.

Elena knew Ekaterina since childhood, because they studied in parallel classes. After graduation they did not see each other for a long time, but once they met at a disco. Ekaterina looked good, told Elena that she had a friend in Greece who owned a chain of restaurants and that he needed waiters for work. Ekaterina offered Elena to work for her friend and earn a good amount of money. The girl agreed ... Ekaterina undertook paperwork related to issue of the visa and bought flight tickets for Elena. In Greece they were met by two men at the station and brought to a neighboring city by car. They came to a bar and after that Ekaterina disappeared. Elena was told that she must either work out or return the money which was spent on her transportation and paperwork related to the visa. She was deprived of her ID and money. Elena was forced to work as a street prostitute, and all the revenue was collected by her pimps. A female procurator was watching after her and other two victims. For any disobedience they were brutally beaten and starved ... Elena managed to escape, but she could never go back home and see her relatives and friends ...

#### Case 3: trafficking

#### Nikolay, 20 years old.

Nikolay could not find a job after graduating from college. Once, at the station he saw an advertisement about a job of a handyman in Moscow. After the telephone interview, the young man was pleasantly surprised that there were no travel expenses and no need to do any paperwork. Moreover, no work experience was required, and the promised salary tripled the earnings in his native city. When Nikolay arrived in Moscow, he was brought to a private construction site and was deprived of his ID and telephone. The guards did not allow him to leave the territory. He had to work from 12 to 14 hours a day, live in a damp hut and was on a poor diet. After 4 months he was physically unable to work properly, thus he was taken to a rural road and thrown out without documents and money.

#### O Unit 5: End of the lesson

#### 1. Exercise «Paper clip» - 5 minutes

The host hands out one paper clip to each participant and tells the following story:

«In a dreamworld of Paper clip, lived a little paper clip (you are free to choose its gender, age, and name). This paper clip lived a good life: mom and dad loved her very much, spoiled her, she studied well and never skipped school. However, one day a misfortune happened: her father got very ill (please peel back one of the elements. family was low on funds because the medicine was very expensive, and the little paper clip had to find a job. As a result, she had lower school outcomes, she was exhausted, but she understood she had to do it for the family well-being. A few years later, another misfortune happened to her family: father died, and her mother lost her job. The paper clip realized that she had to work even harder (please peel back one more element). However, little paper clip did not want to work hard, but wanted to earn a lot and found an ad on the Internet about easy earning in a foreign country. She was very happy and went to another country. She could have never imagine that she would be locked and forced to do various bad things (please peel back one more element). Now our little paper clip is just a straight stick. She managed to escape, and met good people who were able to help her (now please try to restore the paper clip to the initial state).

As you can see, some of you failed to restore the paper clip, some broke it. The same thing happens in real life: it may look like a paper clip, even perform the function of a paper clip by connecting sheets of paper, but it will never be the same as before. It will always remember this traumatic experience.

I will ask you to keep this clip and always remember that • must remember that walking alone, especially at late there are roads in our life on which it is better not to step. I wish you to never come across such situations, and hope that you remember the safety rules. «

The host hands out leaflets to the participants with travel abroad safety rules and the rules for safe use of the • tell your parents, close people or educators where Internet.

#### Safety memo

#### Rules for safe departure and staying abroad:

- 1. Offered work should be legal.
- 2. The employment agency must have a license to operate.
- 3. Work visa must be stamped in the passport.
- 4. The contract must be concluded in an accessible form without incomprehensible or ambiguous terms.
- 5. It is necessary to know the exact address of your prospect place of work (make sure relatives and friends know the address too), as well as personal details of recruiters or information about the firm that invited you.
- 6. Relatives should know where you are travelling.
- 7. You should also buy a return ticket with an open date.
- 8. You must not give anyone your passport.
- 9. It is necessary to have copies of all important documents: passports, visas, contracts, etc.
- 10.Leave your relatives an up-to-date photo of yourself.
- 11. Set up a code word with your relatives that will let them know that something has happened to you.
- 12. Keep in touch with relatives.
- 13.Get the phone number of the Belarusian embassy in the country where you are traveling and the phones of services that can help. If something happens with your passport, apply to the diplomatic mission of your country.
- 14. Bring a phrase book or a dictionary with you.

#### Remember that you:

- can say «No» to any adult if you feel endangerment;
- can scream loudly if someone tries to grab you. This will attract public attention of and deter the offender:

- hour, is dangerous.
- · must avoid isolated places, dark streets, empty stadiums or deserted parks, short but dangerous routes;
- you are going, when you are about to return and make a call if unexpectedly your plans change;
- never get into a car with a stranger and do not go anywhere with him;
- · must not let anyone into the house when you are
- should never accept money or gifts from strangers;
- must trust your instincts and necessarily inform adults if something unpleasant or terrible happens to you, never keep it a secret.
- be attentive to all job offers, especially if the potential employer promises a lot of money and does not ask you about the level of education and work experience;
- must not give away your passport to anyone;
- · must think three times and take advice from adults before giving someone personal information about yourself on the Internet (real name, gender, age, address, school number, favorite places of entertainment, photos), use nicknames when communicating on the Internet:
- be attentive when assigning personal meetings with «friends» that you have made through the Internet: always report about these meetings to adults, schedule these meetings in crowded places. You should understand that the person you met on the Internet may not be someone he claims to be.

You can report any facts of commercial sexual exploitation of children by reaching a free and anonymous hotline for children, adolescents and their parents that operates in all regions of Russia:

### 8 (800) 2000-122

The call is anonymous and free all over Russia. The operator of your region will answer. You will be provided a consultation or told where to apply for help.

### 2. Exercise to complete the «Reflection» lesson- 5

Exercise should be held in the form of «unfinished sentences»: the host writes down the sentences on the board and participant answer one by one.

#### Sentences:

- · Today I learned from the lesson that ...
- Today I liked ...
- I was surprised that ...
- It was difficult for me to ...
- I evaluate the outcomes of the lesson and the performance of host as ....

#### **Technical requirements and props:**

- · paper,
- · pens,
- · cards with cases written on them.
- · paper clips by number of participants.

#### **Expected outcomes:**

- participants learn basic knowledge of human trafficking and CSEC: which mechanisms are used by recruiters (criminals; how to prevent involvement in CSEC; what to do in case of getting in trouble)
- 2. the formation of an active citizenship in the environment of counteracting CSEC; formation of motivation for carrying out preventive measures.

### Recommendations on the organization and the conduct of the lesson:

 the most important aspect in conducting this lesson is high qualification of the host, his willingness to answer any questions;

- the topic of human trafficking and CSEC is emotionally difficult, therefore it is important that the host focuses and closely follows the emotional state of the participants;
- after the event, it is very important to answer all questions from the participants;
- it is important to receive feedback from the participants of the event, which will help to improve it in the future:

#### Feedback from the participants:

"The event got me wondering about my behavior, and I realized that I didn't constantly behave in the right way. We must deal seriously with the problem and change the situation!".

"When you do not think about something, it seems like this simply does not exist. But this is not the right approach. Many thanks for this lesson. It was interesting, sometimes sad, sometimes scary, but all within the range of permissible. Most importantly, for us - the youth to be aware of this phenomenon, to be able to prevent it in time and not get involved in serious problems."

"Many thanks for the development of such preventive materials. We, teachers, lack modern, practical for adolescents methods of education. To be honest, we are not always ready to speak on such topics. And your contribution is a gold mine and of real help for us."



#### 2.5. IInteractive meetings with students «Safe Internet»



An interactive method that was developed by the autonomous non-profit organization providing social services to families (Regional Resource Center for the Prevention of Violence) Russian Federation, Rostov-on-Don.

Objective: Formation of an adequate social attitude towards Internet communication among children and youth

#### Goals:

- 1. Enhance legal and psychological literacy of students in the area of Internet communication:
- 2. Understanding by participants of the need for a more vigilant attitude to their own model of behavior in the Internet:
- Formation of the effect of incomplete action / preservation of motivational tension, as a basis for further reflection and activity of participants, formation of safe behavior skills in the Internet;
- Ensuring the psychological inclusion of each participant in the group discussion at all its stages, developing a collective opinion of the group on the formulation of the problem and the ways to solve it;
- Creating a creative product based on the results of the discussion - presentation (consolidating the result through activity);
- 6. Placing the product activity in social networks and personal sites of the project participants, using the presentation as a visual aid in further meetings with children and young people.

Duration of the meeting: 1.5 hours. For each age group it is supposed to meet, however, if necessary, you can hold a second meeting with the discussion of the results. For schoolchildren, you can provide one break (10 minutes).

#### Recommended number and attributes of participants:

The work is planned for the following target groups:

- 1. Primary school pupils (grades 1-4) 7-10 years.
- 2. Pupils of secondary school (grades 5-9) 11-15 years.

- 3. Pupils of senior school (10-11 class) 16-18 years.
- 4. Students of universities 19-22 years.

Under the «group» we mean a real study group(class) in the school or university. The maximum number of participants is 20-25 people. In case of a larger number, it is advisable to divide the group into smaller subgroups. The leader of the meeting: a psychologist, or a specialist in a related field.

#### Content:

The event involves a series of meetings with children, adolescents and youth on the topic of building the skills of safe use of the Internet.

Lead - a psychologist or specialist of a related profession. Volunteers with professional skills in preventive activities (students of psychology, social work, sociology, conflictology, lawyers, journalism, medics, etc.) take an active part in the meeting.

This method works on the basis on peer-to-peer principle.

All meetings are held in a similar scenario:

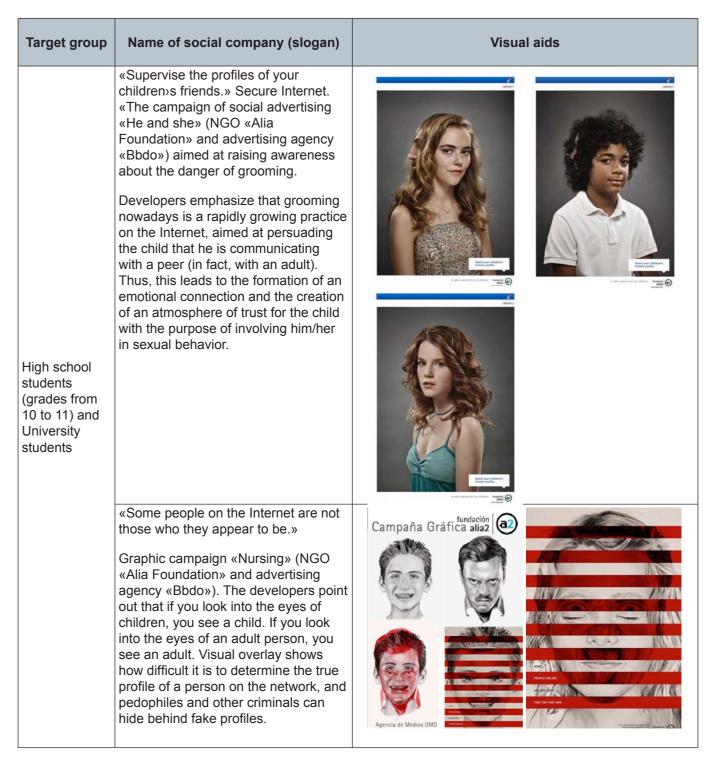
1. Introductory stage (10-15 minutes) At this stage, the presenter shows specially selected materials (social advertising on «Secure Internet»).

For each target group, the material corresponding to the age and other social aspects of the group is selected

(samples of social advertising by groups are presented in the Disk).

Handouts (samples of social advertising on safe use of the Internet):

Target group	Name of social company (slogan)	Visual aids
Primary school children (grades from 1 to 4)	"On the Internet, some things are not what they seem. Keep this in mind and learn how to do safe surfing." (Paraguay)	
	"The Internet is for entertainment. But some jokes are not funny."	Inju Lima  The proof of the last of the la
High school students (grades from 5 to 9)	"Children can learn anything on the Internet.  Make the Internet safe.»	Cliffers can been many things on the Bottonet.  Cliffers can been many things on the Bottonet.  Cliffers can been many things on the Bottonet.  All Proceed Counted (Made the Bourset only plane)
	"Do not let your child spend his childhood on the Internet."	Guot.



It is advisable to have a group discussion about one topic only, a problem, for example: cyberbullying, fishing, grooming, etc. It is desirable to identify the meaning of the terms that will be used in the discussion. Definitions of terms used can be displayed in the text of presentation, as well as, for clarity, they can be written on the board or flipchart at the venue of the meeting.

**Cyberbullying** is bullying that takes place in Internet.

**Phishing** is the fraudulent attempt to obtain sensitive information such as usernames, passwords, and credit card details (and money), often for malicious reasons, by disguising as a trustworthy entity in an electronic communication.

**Child grooming** is befriending and establishing an emotional connection with a child, and sometimes the family, to lower the child's inhibitions with the objective of sexual abuse.

**Hacktivism** (in this context) is considered as cyberterrorism (cracking programs, DDoS attacks).

The host announces the aims of the meeting. After that the host raises a few questions that are better to be put on the board in order to always be in front of the eyes of the audience. These questions are the framework of the discussion.

4

An example of the host's speech: «Hello, My name risks of using Internet, how many people already came is .... The purpose of our meeting is the development of ways that will make Internet communication of each participant of the group chat more secure.

Let's take a look at several examples of social advertising on the subject «Secure Internet».

discuss together:

- 1. Why do we need social advertising on the subject «Secure Internet»?
- 2. Which topic or problem is covered by this social advertising? How would you define it?
- 3. Who faced any negative consequences of communication on the Internet?
- 4. Whose friends and acquaintances faced any negative NB! The scenario of the conversation is universal and consequences of communication on the Internet?
- 5. What do you know about this (specific) problem? How widespread is it? Probably one of your friends or acquaintances came across it?
- 6. What needs to be done to ensure that our communication on the Internet is safe?

I will write down your thoughts and statements on the board, and at the end we will see the results: what are the

across them, what methods you consider effective to reduce these risks.

Please, who wants to be the first to speak. The host opens a group discussion.

Let us make a preliminary assessment. Thus, it turns out I will put on the board a few questions that we will later that .... believe that the use of Internet bears risks. .... people have faced such problems, and .... know about such problems from their friends and acquaintances. ... suggest the following ways to reduce risks.

> Who would like to continue working on this topic and, for example, do something useful in this direction, for example, write a blog on your Internet page, try to make a social advertisement or write an article, make a multimedia presentation and post it on the web? Do you think this would be useful? «.

does not require segmentation by age groups. The only difference is the demonstration material of social advertising, as well as the topics discussed. Due to some ethical and legal aspects it is not recommended to use the topic of grooming for a younger audience. It is advisable to replace this topic with a more neutral one, for example. anonymity in the network, cyberbullying, hacktivism, the ability to impersonate another, phishing and, accordingly, to switch during a group discussion to possible problems and risks (see the table below).

Nº	Target audience	Recommended topics	Risks and possible conclusions
1.	Primary school children (from 1 to 4 grade)	,	The risk of being deceived, loss of money, harassment (participation and subjection), violation of copyrights and intellectual property (applications, music, video etc.), participation in hacking activities.  The host should fix these threats (what negative can happen to each participant) and then formulate the rules for safe usage of the Internet.
2.	Students of secondary school (from 5 to 9 grades)	Anonymity and the role game replicating communication on the Internet, phishing, cyberbullying, hacktivism, rules for safe Internet surfing  It is advisable to add the problem of Internet addiction (game addiction, preference for virtual forms of communication).	The risk of being deceived, loss of money, harassment (participation and subjection), violation of copyrights and intellectual property (applications, music, video etc.), loss of contacts in a social environment, loss of time and freedom of choice.  The host should fix these threats (what negative can happen to each participant) and then formulate the rules for safe usage of the Internet.

ı	<b>1</b> 0	Target audience	Recommended topics	Risks and possible conclusions
	stu (fro gra	gh school udents om 10 to 11 ades)  niversity udents	All the above mentioned topics.  For this group, it is advisable to add topics: grooming, sexual exploitation, trafficking in human beings, and the distribution of illegal goods and services through the Internet.	The host should carefully and correctly discuss topics that were considered as taboo for previous age groups. It is important to maintain a high level of attention to possible traumatic reactions on the topic and interrupt the discussion when the first signs of such traumatism (emotional reaction, stupor, aggressiveness, etc.) are expressed and then change topic of discussion to a neutral one and then remove the traumatic reaction in an individual conversation.  In the end, the host must necessarily ask all the participants if there are any strong negative emotions, and whether someone needs to speak out. If there are such participants, then it is necessary to remove the unpleasant sediment in the classroom and do not let the children leave with strong negative feelings.

#### 2. The main stage (30-40 minutes).

The leader invites participants to express their opinion on the questions formulated earlier. The main theses and provisions are fixed on the board or paper. At the final stage of discussion, the information received will be made part of conclusions that serve as the basis for presentation.

For example, to the question of the presenter "Are there any rules for communication on the Internet, and if" yes ", then, how could they sound?" members of the group can give an affirmative answer and propose a specific version of such a rule. At the end of the discussion, the rules generated by the group are summarized and supplemented by existing ones, but not named. Some rules for the safe use of the Internet are presented below as an example.

#### The guideline on online communication

- -Do not disclose your personal information." In case the website requires your first name, it is better to use a nickname (or another name). Never fill in the fields where you need to put your personal information: address, surname, date of birth, phone, surnames, names of friends - their coordinates can be viewed by everyone. This can be enough to learn about your family and your level of well-being. This can be used by thieves and scammers not only in virtual, but also in real life.
- -If you suddenly want to meet an acquaintance from the Internet in real life — tell your parents about it. If your new friend suggests meeting each other, consult with your parents, because a person from an Internet communication may not be the one he claims to be.

- Try to visit only those Internet websites which are advised to you by parents. They are adults and know better what is good and what is bad.
- On the Internet, you can come across websites with harmful and unchildish content. Tell your parents if something disturbed or embarrassed you.
- Never send any text messages to obtain information from the Internet without adults consent. Sometimes an innocent text message can cost a lot of money.
- During the process of using social networks or any other online services, take care of your privacy and the privacy of your family and friends. In case of difficulty related to adjusting privacy setting, ask your parents for help.
- Keep your personal data in secret, especially when communicating in social networks. Ask your parents before telling someone on the Internet your name, address, phone number or any other personal information.
- Think twice before posting something or discussing anything in an online environment. Are you ready to tell this to everyone who is online: your close friends, as well as strangers. Remember that by posting information, photos or any other material on the Internet, you will never be able to remove it from the Internet or prevent other people from using it.
- Before you enter any information about yourself on any website, find out how this information can be used.
- Most of the people you interact with online are probably already your friends in real life. You can also establish contact with friends of your friends. Very often it can be funny, but are you ready to consider a person you don't

know in real life as a "friend" and share information with him just like you share information with your best friends?

- In the network, you can communicate with people you previously did not know. You can receive requests from strangers who would like you to add them in your contact list and be able to see your profile, but you do not need to accept such requests. There is nothing wrong with rejecting friendship's invitations, if you are not sure about them. Getting as much contacts as possible is not the goal of social networking.
- If another player in an online game behaves indecently or makes you feel uncomfortable, block him in your list of players. You can also report it to the moderator of the
- Limit your playing time, so that you can do other things, such as homework, household chores.
- Keep personal information in secret.
- Do not forget to allocate time for real life, for your friends, sports and other interesting activities.
- If you are being intimidated in an online environment: ignore. Do not respond to the abuser. If he does not receive an answer, he may get bored and leave. The second option, block this person. This will protect you from receiving messages from a particular user. Third, tell someone. Tell your parents or another adult you trust.
- Save the evidence, it can be useful to find someone who tried to intimidate you. Save texts, e-mails, online conversations, screenshots or voicemails as evidences.
- Ignore bad behavior of other users, get away from unpleasant conversations or from sites with incorrect content. As in real life, there are people who for various reasons behave aggressively, insultingly or provocatively towards others or want to spread malicious content. Usually the best option is to ignore and block such users.
- Do not post anything that you would not like to be seen by others, something that you would have never told them personally.
- Respect other people's content that you post or share. For example, a photo that a friend sent you is his property, not yours. You can post it in an online environment only if you have permission to do so, and you must indicate where you got it from.
- It is important to ignore provocative messages received via SMS, MMS, instant messaging, e-mails, chat rooms or while communicating with other users in an online environment. Instead, you need to take steps that will help to exclude or limit attempts to provoke you.

The goal of this stage is to get the maximum number of opinions, ideas, suggestions of participants. It is the responsibility of the leader to involve all the members of the group in discussion.

Note that the host should encourage the participants of the meeting to reflect on the potential threats of communication on the Internet, to summarize their own experience on this topic, to freely speak on discussed topics. The host should collect the maximum of attitudes, ideas, proposals and align them with each other.

It is also advisable to encourage the participation of the least active attendees. For example, by asking the following questions ("Can you comment on this?", "I think that you have something to add to what has already been said," "Do you agree with this point of view?","We would very much like to hear your opinion, "etc.).

If the group is large, it is possible to divide the participants into subgroups and enable each of them to find the answers to the questions together.

The host is recommended to use the techniques of nonreflective and reflective listening (clarification, rewording, emotional reflection, summarizing).

Non-reflective listening is a set of techniques of attentive listening through the use of mirroring method, non-verbal support of the speaker. Reflective listening involves techniques of active understanding and activation of the speaker. Mirroring method is the repetition of the words or phrases said by the interlocutor during the conversation. Usually, it has the form of a literal repetition or a little bit altered repetition. The clarification is an appeal to the speaker for clarifications, so that the listener will more accurately understand what is being said. Rewording means to formulate the same idea in different words. During the conversation rewording provides for delivering of the speaker's message, but in the words of the listener. The purpose of paraphrasing is to check the accuracy of your understanding of the message from the listener. Paraphrasing is useful when the interlocutor's speech seems to be clear to us. Emotional reflection is a statement made which is related to the emotional state of one of the interlocutors at the time of the conversation.

Summarizing is a technique of reformulation, which sums up not a single phrase, but a significant part of the story or the whole conversation. The main rule of summarizing is that it should be extremely simple and comprehensible.

3. The stage of summing up the results (20-25 minutes).

The goal of this stage is to develop a collective opinion on ways to reduce the risks of Internet communications. If at the first stage of the meeting, opinions of participants are divided into several groups, now it is advisable to listen to each of them, to allow other participants to ask questions, discuss the results achieved and reach the level of a united group decision.

The leader can offer participants to create presentations individually or in subgroups, messages on the topic of discussion, during the meeting, or independently, afterwards, and place them in personal Internet resources (personal pages in social networks and personal Internet 2. The participants should demonstrate their ability to websites).

For example, journalist students can write thematic articles (An example of such an article is presented on the disk), design students can develop graphic materials for creating social advertising.

At the end of the lesson, the host should answer all the questions from the participants, as well as summarize and collect feedback in oral and written form (samples of evaluation questionnaires are stored on the Disk).

#### Technical requirements to handle the lecture and required equipment (props):

- a laptop
- · a projector
- speakers
- · a screen;
- a flip chart or a board;
- · paper for flip chart;
- · markers:
- samples of visual products stored on the Disk;
- · sample article written by a participant of the interactive class "Cyberbullying: harassment and aggression on the Internet" - presented on the Disk;
- evaluation forms for the event presented on the Disk.

#### **Expected results:**

- 1. Built understanding of the risks that children, adolescents and young people may face while using the Internet:
- 2. Acquisition of knowledge on network ethics and etiquette, the rules of safe communication on the Internet:
- 3. Formulated adequate ideas about the consequences of committing crime on the Internet, the rights and obligations of the user of the global network;
- 4. Encouraging pupils, teenagers, students to feel confident in their abilities, to oppose undesirable influence of the environment and to train the skill of observance of rules of safe behavior in the virtual space:

5. To develop skills to assist peers or younger people in solving the problems arising in the process of online communication.

#### Recommendations on organization and running the event: Ground rules for group discussion:

- 1. Each member of the group discussion is free to express his personal opinion on the topic (rule of engagement and activity);
- listen to and to hear others, to respect other people's beliefs, to accept the opponent's point of view, to find common ground, to adopt coherent positions during the discussion (dialogue and "group mind");
- 3. The rule of "individual deposits": consensus-building based on reconciliation of different points of view; 4. Correctness of behaviour, prohibition of statements which can eventually offend the opponent;
- 4. The establishment of time-limits (2-3 minutes per statement);
- 5. It is advisable to organize space for group discussions in the form of a circle, in order to eliminate communication barriers and stimulate communication.

#### Functions of the host

- to stimulate discussions, to ensure compliance with the rules of the discussion
- to keep the discussion in the framework and to consolidate opinions of participants, to summarize the results.

**NB!** Personal opinion of the host on the topic should not dominate during the discussion, but the host can express his view as an ordinary participant.

#### Feedback from participants:

"I enjoyed everything. It was interesting. I especially liked how the pictures were presented. Not everything was clear during the discussion. And when the pictures were shown, it became more clear. I know that it is necessary to be careful while using the Internet, but now I am thinking whether I have made a mistake somewhere. And I want to talk to my parents, warn them, so they can also be aware of such stories. And with the guys from my neighborhood, who did not attend such a lesson. We often play games on smartphones on the street; I have a profile on Instagram as well, where I>m posting all sorts of photos of myself. Mom has an Instagram too. I am following her. I often come across different types of advertisement in the comments containing third party links. I have never paid attention to all of this before. And now I will delete these comments or even block these

accounts. And I need to set complicated passwords as well. And not communicate with strangers on the Internet «, - a participant of the interactive meeting, 10 years-old.

"I attended a meeting dedicated to the possible dangers of the Internet. We were told how to behave on the Internet, about possible negative consequences of inappropriate behavior on the Internet and how to avoid it. The participants shared their knowledge with others. We already had a lesson on this topic. But today I enjoyed it much more, because we watched social advertising and were asked about our opinion. It was interesting to learn the current laws. And also we discussed laws that can be adopted in the future. Because scammers are constantly developing their methods. Forewarned is forearmed. Everyone today should know how to avoid getting into a difficult situation on the Internet, "testimony of a 15-years old participant of the

"I liked the whole class. Although many things were familiar. It was interesting to listen to fellow students; it turns out that many participants faced different problems while using the Internet. We watched cool social advertising. I consider that it is necessary to develop a movement for secure Internet, because the technologies are developing rapidly. I remember my school years, when I had to figure out how to secure my passwords, mail account etc. If I knew then what we had just learned, life would have been easier. And today it is very important to know the laws, because in recent times a lot of people are being prosecuted for posts on social networks. Or they can simply be expelled from the university because of this. Probably, it is necessary for every freshman to know this. Thank you for an interesting and informative meeting! ", - testimony of a university freshman who attended the meeting







# 2.6. Seminar - training for the preparation of children-consultants on the safe use of Internet « Learning to recognize and prevent danger on the Internet»



An interactive method that was developed by the Non-governmental public organization «Hope and help» Armenia, Yerevan.

**Objective**: to prepare children consultants to work with peers on the safe use of Internet.

#### Goals:

- Training participants for possible «risks» associated with the use of Internet:
- 2. Development of practical skills among children future consultants.

**Duration**: 2 days for 6 hours (from 10.00-16.00, with 2 15-minutes breaks and 1 lunch break – 60 minutes)

Recommended number of participants: This seminartraining is designed for children and young people from 16 to 23 years old, students of 10-12 grades, college students and universities. The number of participant should not exceed 16-20 people depending on the availability of resources.

#### The content of the event:

The program of the seminar - training « Learning to recognize and prevent danger on the Internet»

#### First day

10.00 - 10.15 Opening of the seminar

10.15 - 10.30 Development of rules of conduct

10.30 11.00 Exercise «Snowball»

11.00 - 11.30 Game «Chair»

11.30- 12.00 Coffee-break

12.00 -13.30 Exercise «Incitement to hatred in the Internet»

13.30 -14.00 Lunch

14.00 - 14.15 Lecture «Campaign against the use of language of hatred in the Internet» (No Hate Movement)

14.15-15.00 Exercise: «What kinds of cyberbullying do you know?»

15.00 -15.20 Lecture: What is cyberbullying

15.20 -15.45 coffee break

15.45-16.00 feedback/results of the first day of training **Second day** 

10.00 - 11.00 Watching the movie «The Cyberbully»

11.00 - 11.30 Discussion of the film

11.30 - 12.00 coffee break

12.00 - 12.10 «Hurricane» warm up

12.10 - 12.25 «What is the peer-to-peer principle»?

12.25 -13.15 Exercise «Peer education»

13.15 -14.00 Lunch

14.00 - 14.10 Mini-lecture «Peer-to-peer education»

14.10 - 14.25 Exercise «Requirements for Consultant»

14.25 - 14.45 Exercise «Methods of interactive learning»

14.45 - 15.00 Mini-lecture «Fundamentals of verbal and non-verbal communication»

15.00 - 15.15 «Hippodrome» warm-up

15.15 - 15.35 coffee break

15.35 - 16.00 Feedback, training wrap-up

Below detailed descriptions of the exercises that were used by the authors in the framework of the seminar will be presented. It is necessary to remember that the time spent on conducting them can vary depending on the size of the group and it's the level of preparation.

#### Day 1

### 1. Development of rules of conduct at the training seminar

**Duration:** 15 minutes.

**Purpose**: development of rules of conduct at the seminar, establishment of discipline, maintenance of the work regime.

Form of conducting: brainstorming, group discussion.

**Required props**: a flip chart, flipchart paper, markers, paper scotch.

**Description**: Before starting the training itself, it is necessary to develop together with the participants a list of rules that should be hung on the wall of the training room and left there throughout the training workshop, so, if necessary, participants can turn to it

#### Possible rules:

- Punctuality
- · Use of mobile phones
- Confidentiality
- · Listening to each other
- · Consent with diversity respect the opinions of others
- The importance of issues

#### 2. Exercise «Snowball»

Duration: 20 minutes.

**Aim**: acquaintance of the participants, activation of the work of the group.

Form of conduct: game.

**Necessary props**: not required.

Description: Participants make a circle with a trainer. Each participant says his name and gives an adjective, starting with the same letter as his name. It is very important to think of such an adjective that emphasizes individuality of the participant. It is necessary to ensure that definitions are not repeated and participants do not tell each other epithets. A participant first says the name and adjective of the participant who presented himself before him, then his own. The task of the next participant is to repeat two names and two adjectives, then give his own, etc. And so on, around the circle, until the last participant repeats the names and adjectives of all participants.

#### 3. Exercise «Chair»

Duration: 25 minutes.

Aim: teambuilding, consolidation of participants.

Form of conduct: game.

**Necessary props**: chairs (the number of chairs should be the same as the number of participants).

**Description**: The group makes a circle, in front of each participant there is a chair. Chairs should not touch each other. The chairs stand on two legs (more often, on the rear). Task: to go around the circle without making a single chair fall. The method is discussed for 5 minutes, no practice. Rules: you need to go silently, one person can touch only one chair at a time. If someone drops a chair, talks or holds two chairs - you need to start over!

### 4. Exercise « What is incitement of hatred in the Internet»

**Duration**: 15 minutes.

**Aim**: to reveal the knowledge of participants about inciting hatred in the Internet.

Form of conduct: brainstorming, group discussion

Necessary props: flichart, paper for flichart, marker

**Description**: Ask the participants what they understand by «inciting hatred in the Internet». What forms and types do they know? Given examples should be written on flipchart.

**Possible answers of participants**: this is an expression of hatred towards people of a different nationality, hatred of sexual minority representatives, religious confessions.

After receiving answers, it is necessary to read the definition - «The language of hatred is actions aimed at inciting hatred or enmity, as well as humiliation of the dignity of a person or a group of persons on grounds of gender, race, nationality, language, origin, attitude towards religion, as well as membership of any social group, committed in public or through the use of mass media.»

### 5. Exercise «Prevention of incitement of hatred in the network»

Duration: 90 minutes.

The goal: to form the understanding of the consequences of inciting hatred on the Internet, the impact of such behavior on victims and society, to identify participants' current knowledge of inciting hatred on the network, and to form negative attitudes towards such behavior.

Form of conducting: work in groups.

**Necessary props**: flipchart paper, markers, paper scotch, cases with examples of «inciting hatred» (presented on the Disk).

**Description**: The host divides participants into small subgroups. In each group, he asks participants how they understand the term «language of hatred on the Internet», whether someone faced manifestation of hatred on the Internet which targeted a particular person or representatives of specific groups (for example, women, ethnic minorities, migrants, representatives of different faiths, etc.). What did the participants feel when they faced such treatment? What do according to their point of view people subjected to such attacks feel?

After that each group receives a sheet of paper for the flip chart, which participants divide into two parts: on first half of the sheet they write «Consequences for the victims» on the second - «Consequences for the society.»

The host provides each group with a case which is a real example of using the language of hatred on the Internet. The task is to find out what impact these cases have on both victims and society as a whole. Participants are given 30 minutes to complete the exercise. Then a group discussion is held: each team (group) presents an example (case) and its analysis.

#### Questions for discussion (evaluation and analysis):

The host should address all the examples in turn and ask the subgroup's opinion on each situation. All answers are recorded on the flipchart. If the groups provide similar answers, then a plus sign is written next to the answer. When all the groups have presented their answers, you need to go through the answer lists again and analyze the exercise with the group using the following questions:

- What can you say about the exercise? What do you feel about the discussed examples?
- Which situation illustrating hatred in the network was most often mentioned in the responses of the participants?
- Is there any similarity in the examples given?
- Is there any similarity in the consequences?
- What will the consequences be if such behavior is spread on the Internet and steps are not taken to solve the problem?
- What tools or methods can you suggest to fight the incitement of hatred online?
- What can we do when facing similar examples on the Internet?

### 6. Lecture «Campaign against the use of hate speech in the Internet» (No Hate Movement)

**Duration**: 15 minutes

**Aim**: to inform participants about preventive and informational campaigns and opportunities for their participation.

Form of conduct: lecture

Necessary props: no

**Description**: The host tells the participants about campaigns against hatred on the Internet, clarifying specific dates, as well as movements against the incitement of hatred on the Internet.

The No Hate Movement is a youth campaign led by the Council of Europe Youth Department seeking to mobilize young people to combat incitement to hatred and promote human rights online.

The first campaign against incitement to hatred was launched in 2013 on national and local levels in 45 countries. The movement will remain active beyond 2017 through the work of various national campaigns, online activists and partners.

In the preparation of information campaigns the manual created by the Council of Europe, Bookmarks, (https://www.coe.int/en/web/no-hate-campaign) was used;

Bookmarks is a manual for combating incitement to hatred through human rights education which was specifically developed for No Hate Speech Movement.

The manual offers activities designed for young people from 13 to 18 years old, but also suits other age groups. The manual was translated into Armenian, English, French and other languages.

In addition to the manual, there are numerous video materials that can be found by the link

https://www.youtube.com/user/ NohatespeechMovement/videos

### 7. Exercise «What kinds of cyberbullying do you know?»

**Duration**: 30 minutes

**Aim**: An assessment of the participants' awareness of the types of cyberbullying.

Form of conduct: work in groups, group discussion.

Necessary props: flichart, paper for flichart, marker

**Discription**: Each group should write the kinds of cyberbullying they know. 15 minutes are given for brainstorming. After that, each group presents its results. Below is the list of examples of cyberbullying.

Next, a group discussion takes place, in which each group presents its results.

#### List of examples of cyberbullying.

- Sending threats, provocative insults or racial or ethnic insults.
- An attempt to infect a computer, a phone, a laptop with a virus.
- Flooding of an email mailbox with abusive messages.
- Spreading false information about a person with the aim of harming him or his reputation.
- Placing one person in focus, encouraging others to insult or ridicule him.
- Saying false or untruthful information on behalf of another person.
- Distribution of someone's photos, especially in the most unworthy situations, without their permission.
- Distribution of e-mails without permission of this person.
- Suppressions of others to exclude someone from the community (virtual or non-virtual).

Consecutive sending offensive, unpleasant messages to someone.

Examples not mentioned by participants during discussion are given by trainer. The list can be supplemented at the request of the event organizer.

#### 8. Lecture «What is cyberbullying?»

**Duration**: 20 минут.

Aim: to inform participants about cyberbullying.

Form of conduct:: lecture

**Necessary props**: presentation «What is cyberbullying?» (is available in the Disk), computer, projector, screen.

**Discription**: the host demonstrates the presentation to the participants and tells about the causes, types and purposes of cyberbullying, as well as the negative consequences of this phenomenon.

#### Information on the slides:

#### Slide 1 What is cyberbulling?

Cyberbullying is a number of unlawful actions carried out remotely, through electronic means of communication with the aim to produce a mental effect. To achieve this goal, such methods as intimidation, threats, blackmail, psychological violence can be used.

This persecution is a means to spread the aggressor's influence and power through the abuse of the victim (especially if it is known to be weaker and can neither respond to threats, nor tell the others about them), thus enhancing their social status.

Slide 3 Most often cyberbullies publish their insults anonymously, hiding behind an invented name, but can also act under their own names, often in case the victim is weaker and poses no threat to the aggressor. Most cyberbullies are able to speak only in the online space, in real life they do not have the courage to pronounce such words in the victim's face.

#### Slide 4 The most common types

- · Slander offensive and untruthful information:
- Isolation as forcible exclusion from virtual groups;
- Attack a large number of offensive and offensive messages, e-mails sent to the victim:
- Happy Slapping physical assault, beating of the victim, photographed or recorded on a video, which is then placed in the Internet

#### Slide 5 Cyberbullying is dangerous because:

- Aggression spreads in the virtual environment where there are no adults to control:
- It is not known who is behind the terror: acquaintances or a stranger;
- Information spreads very quickly, involving more and more

#### Who is more exposed to cyberbullying

- Most often, students in middle schools (teenagers) are exposed to cyberbullying, especially girls.
- The reason for this is personal disliking. Girls act both as offenders, and as victims.

#### Slide 7 **Negative consequences**

- · Development of low self-esteem
- Depression
- Low academic performance
- Unsociability
- Suicide

#### Slide 8 How to recognize cyberbullying?

Any humiliating, offensive or threatening message sent in the electronic form is cyberbullying. This includes humiliating photos or videos posted on Facebook or YouTube social networks without the consent of the victim. Fake profiles in social networks or websites created to defame the victim are also classified as cyberbullying. While the tools and tactics used by cyberbullies are obvious at first glance, the greatest difficulty in fighting cyberbulling is to make the shamed or frightened victims admit they are victims of cyberbullies.

#### Slide 9

#### How to prevent cyberbullying?

- Report on the facts of cyberbullying to service providers, like Facebook or Twitter
- Ensure protection for your passwords, including those used on mobile devices

#### Slide 10 How to respond to cyberbullying?

- Leave the site or group where the child is terrorized, or block the insulting user;
- Report to the site administrator;
- Ask the school psychologist to talk with the child, and if necessary with the students of the class:
- If the threats are pornographic, then contact the police

#### 9. Feedback, summarizing the first day of training:

At the end of the first day of classes, the facilitator invites participants to recall / list topics that have been considered / studied during the day, after which the participants fill in the assessment form of the received knowledge and feelings (emotions) from the session. The facilitator should first explain the method of filling the form. (A sample of the form for assessing knowledge and emotions is available in Disk.)

#### Day 2

#### 1. Watching and discussing film «The Cyberbully»

**Duration**: 95 minutes (film duration – 60 minutes, discussion- 35 minutes).

**Aim**: to attract attention of teenagers and young people to the problem of cyberbullying, raising participants' awareness of the negative consequences of cyberbullying.

Form of conduct: watching the film and discussing it, group discussion

**Necessary props**: project, laptop, sound system, screen or white wall, film «The Cyberbully» (represented on the Disk).



Link to the film in English: https://YouTube/ SkGXzw9QzFI

**Description**: The host shows the participants the film. The movie, TheCyberbully, was filmed in 2015 in the UK. This is a story about how a typical teenage girl (Casey) who lives her life on the Internet turns out to be a victim of cyberbullying by an anonymous hacker. After the film is shown, it is necessary to organize discussion on this topic.

The plot of the film: the main character, Casey Jacobs, is an ordinary teenage girl, who spends most of her time on the Internet. One day, Casey receives a message from a creepy stranger who knows too much of her secrets. The hacker lures Casey into a trap, blackmailing the girl with intimate pictures, which he threatens to post on the Internet, in case she does not fulfill his demands. The hacker wants Casey to pay for all the evil she herself committed online.

Despite the plot is fictional, it reveals the real problem of Internet addiction of modern adolescents and the violence against adolescents of senior school age.

#### Questions for discussion:

- Did you like the movie?
- What impression did the film leave on you?
- How do you feel about the film and why?
- What conclusion did you make from the film?
- Are you familiar with the situations presented in the
- Do you agree with the punishment?
- Is the behavior of the characters in the film justified on not?

#### NB!

- Viewer under the age of sixteen may not be allowed to watch the film,
- It is very important that viewers receive the opportunity to ask questions and get answers to them;
- · After watching the film, warm-up or exercise on relaxation should be held in order to help participants get over the fatigue and negative emotions.

#### 2. Exercise «Hurricane»

**Duration**: 15 minutes.

Aim: to cheer up, get rid of negative emotions or fatique.

Form of conduct: game, group work

**Necessary props**: not necessary

**Description**: participants sit in a circle, the trainer goes to the center and offers to swap places for everyone who has a certain attribute (white shirt, brown eyes. etc.). When participants change places, the leader should try to take someone's place. The participant left without a chair becomes the leader. He can say:

«Hurricane!», and everyone sitting in a circle should change places.

#### 3. Exercise «What is peer-to-peer principle»

**Duration**: 15 minutes.

**Aim**: to introduce the concepts of peer education and peer-to-peer education.

Form of conduct: brainstoming, group work

**Necessary props**: flipchart, paper for the flipchart and markers

**Description**: Divide the group into two subgroups. Ask participants to work on the questions «How do you understand the peer-to-peer principle within three to five minutes?», «Who is equal to whom and in what aspects?». At the end, participants must submit the results of the group work. The group discussion is to be held after that.

#### 4. Exercise «peer-to-peer education»

**Duration**: 50 minutes.

**Aim**: to define «peer education» and positive and negative sides of such education.

**Form of conduct**: independent work, discussion in a group.

**Necessary props**: flipchart, paper for the flipchart and markers

**Description**: Each participant should independently answer the following questions on a piece of paper:

- What do we mean when we say «peer education»?
- · What are the possible benefits of peer education?
- What are the possible disadvantages of peer education?

Participants have 15 minutes for this work. At the end, they present their answers, write them down on the flipchart.

The facilitator should lead the group to the following definition of the concept of «peer education»: Peer education is a process through which well-trained and motivated young people conduct informal or organized educational activities with their peers.

#### 5. Mini-lecture «Peer-to-peer education»

**Duration**: 10 minutes.

Aim: to raise awareness about the pros and cons of peer

education.

Form of conduct: lecture

**Necessary props**: presentation «The pros and cons of peer-to-peer education» (available in the Disk), computer, projector, sound system, screen or a white wall.

**Description**: Within 10 minutes in a lecture form, talk about the merits and demerits of peer-to-peer education. Allocate some time for questions and answers.

#### Information on the slides:

#### Slide 1 What is peer education?

This is a process through which welltrained and motivated young people conduct informal or organized educational activities with their peers

#### Slide 2 Benefits of the method:

- Eliminates the barrier between teacher and student, makes learning less formal:
- Often allows the student and teacher to better understand each others needs and motivation
- The motivation of instructor can be passed on to the student, the enthusiastic sharing of experience makes the knowledge emotional and memorable

#### Slide 3 Limitations of the method:

- An unprofessional teacher may not know the subject well enough, or know only some aspects of it
- Unprofessional teaching can be worse in quality
- Not all topics can integrate this principle

#### Slide 4 What are the results of the «peer-topeer education» system gives to the participants:

- Development of social and personal skill set (public presentation, etc.)
- Higher self-esteem, feeling like an «equal»

#### 6. Exercise «Requirements for the Consultant»

**Duration**: 15 minutes.

**Aim**: to increase participants' awareness of the requirements to consultant in peer-to-peer system.

Form of conduct: brainstorming, group work

**Necessary props**: flipchart, paper for the flipchart and markers.

**Description**: Within 5-7 minutes, participants in a brainstorming session should develop/formulate requirements for teenage consultants working in the field of cybercrime prevention, as well as necessary skills. When the time is over, summarize and record all the proposals of participants on the flipchart.

The task is to create a general image of an ideal consultant and a list of requirements for it.

**Possible answers**: good knowledge of the material, sociability, high level of empathy / empathy, developed communication skills, high level of stress-resistance.

**IMPORTANT!** It is necessary to form a belief among the participants that even if you do not have the entire list of features of an «ideal consultant,» you can become one. The main thing is desire, aspiration and readiness for self-improvement, learning and development.

#### 7. Exercise «Methods of interactive learning»

**Duration**: 20 minutes.

**Aim**: to consider various methods of interactive learning, their practical application, strengths and weaknesses.

Form of conduct: work in small groups, group discussion.

**Necessary props:** flipchart, paper for the flipchart and markers, leaflet «Help to the facilitator: Methods of interactive learning» (available in the Disk).

**Description**: Divide participants into three subgroups. Invite them to think over the features and various aspects of individual methods of interactive learning: lectures (first subgroup), role-playing games (second subgroup) and work in small groups (third subgroup).

### In ten minutes, participants should discuss these methods in view the following:

- Definition,
- · Principal differences from other methods,
- · Application,
- Advantages and disadvantages.
- Number of participants.

Then the participants present the results of their subgroup's work.

When summing up the results of work, it is necessary to highlight the main features of the organization and conduct of the methods in question.

#### 8. Mini-lecture «Basic principles of verbal and nonverbal communication»

**Duration**: 15 minutes.

**Aim**: to inform participants about communication aspects between instructor and the group.

Form of conduct: lecture.

**Necessary props**: presentation «Basic principles of verbal and non-verbal communication» (available in the Disk), computer, projector, sound system, screen or a white wall.

**Description**: The lecturer tells talks about the basics of verbal and non-verbal communication for 15 minutes in a lecture form. The participants can ask questions in the process.

#### Information on the slides:

### Slide 1 Techniques of communicating of a coach:

- Verbal (through medium of words)
- Non-verbal facial expressions, gestures, eye contact, etc.)

### Slide 2 Verbal techniques of communication (advices):

- Keep eye contact when talking to everyone in the group.
- Try not to have «special ones».
- Moving around the room, do not distract the attention of participants.

#### Slide 3

- Do not speak from the places where you can't be clearly seen.
- Respond to what people say to you, with a nod of your head, a smile or some other gesture showing that you are listening to them.

Stand in front of the group, do not sit, especially at the beginning of the lesson. It is important to look calm, open and confident.

#### Slide 4

### Non-verbal techniques of communication (advices):

- Ask questions that require answers.
- Open questions like «What do you think about ...», «Why ...», «How ...», «What if ...», etc can help. If a participant gives monosyllabic answers «yes» or «no», ask him: «Why do you think so?»
- Ask other listeners if they agree with the statements made by someone in the group.

#### Slide 5

- Control the intonation of your voice
- Speak slowly and clearly. Make sure that participants speak more than you do.
- Rephrase the statements of participants in your own words in order to check whether you understood the speaker correctly and to confirm the statement

#### Slide 6

- Speak slowly and clearly. Make sure that participants speak more than you do.
- Rephrase the statements of participants in your own words in order to check whether you understood the speaker correctly and to confirm the statement

#### 9. Exercise «Hippodrome»

Duration: 5 minutes.

*Aim:* relieving participants of negative emotions and / or fatigue, outlet.

Form of conduct: game, group work.

Necessary props: non

**Description:** All participants sit in a circle or in a semi-circle. The leader sits so that everyone can see him well. The leader instructs, and the group follows his instructions:

Do we have palms? Participants show. And your knees? Excellent! This is how horses come out to the race-course. Together. Slowly pat your knees with your palms.

Horses went to the start line. With one hand we beat on the knee, as if ploughing up the earth. Start! Run! Pat quickly. Run! Run! On the pavement - strike your chest with your fists (King Kong).

On the sand - quickly rub your palms against each other.

On the swamp, clasp your knees with your hands, champing, helping with your hands, move your legs slowly (as if pulling them out of the mud).

Barrier! - raise your hands and give a loud cry - you cleared the obstacle.

«Final» - girls shout, «Hurray, we won!» - young men shout

### 10. Feedback, summarizing the results of the first day of training:

At the end of the first day of classes, the host invites participants to recall the main topics which were discussed together

Questions for discussion:

- What was the most memorable thing about today?
- What did you like and what needs to be changed, according to you?

After that, the participants fill in the form of assessment of the knowledge and impression from the second day of the training seminar. The form of the evaluation of the effectiveness of both days of the training seminar (Samples of the forms are stored on the Disk).

Additionally- warm-ups, that can be useful for the training seminar:

1. Exercise «Shark and Islands»

Duration: 10 minutes.

*Aim:* relieving participants of negative emotions and / or fatigue

Form of conduct: game, group work.

Necessary props: non

**Description:** The group is divided into several subgroups. All of them, except one, are «islands». One subgroup is «sharks». All participants are encouraged to move slowly and chaotically to the music. When the music is interrupted, they need to find their «island», that is, their group, before they are touched by the «shark». The task of «sharks» is to catch the slowest participants. Those who are caught by the «sharks», drop out of the game.

#### 2. Exercise «Sumo Wrestlers»

Duration: 10 minutes.

*Aim:* relieving participants of negative emotions and / or fatigue, de-escalation

Form of conduct: game, group work.

Necessary props: non

**Description:** Participants form pairs and stand their backs to each other at a short distance so that they can turn around in a jump. Their task is to depict Sumo wrestlers: preparation for movement (the body strains, tilts forward, legs bent, ready to jump and turn by 180 degrees), then jump and scream. Those who are interested can change a partner and repeat the exercise.

#### 3. Exercise «Two Minutes of Peace»

Duration: 10 minutes.

*Aim:* relieving participants of negative emotions and / or fatigue, de-escalation

Form of conduct: game, group work.

**Necessary props:** non

**Description:** Trainer gives instructions: «Sit comfortably in your chairs, put your hands on your knees, lean your back against the chair. Close your eyes. Imagine you are in a lovely place, you feel well there. Perhaps, this is a place you like to visit and relax. Perhaps this is the place of your dreams. Stay there. Do what you are used to doing there. Or do not do anything, as you like. Two minutes stay in this place, where you feel good.

After giving instructions, the trainer himself can join the others. In these two - three minutes he can observe the resting group.

Technical requirements for conducting classes and equipment (props):

- Laptop;
- Projector;
- Sound system;
- · Screen/ a place to project the image;
- Flipchart;
- Paper for flipchart;
- Paper tape;
- Thumb pin;
- · Markers / mark pen and pencils;
- · Pens;
- Paper A4 (a pack);
- Scissors:
- · Stiker notes;
- Photocopier (for copying training materials for participants).

#### The content uploaded to the Disk:

- · Leaflet for participants on the topic "Cyberbullying";
- Case studies with examples of inciting hatred on the network (1st day of training seminar, exercise 5);
- Presentation "What is cyberbullying" (1st day of training seminar, exercise 8);
- A sample of the form for assessing knowledge and emotions;
- The film "Cyberbullying" (2nd day of training seminar, exercise 1);
- Presentation "Pros and cons of training on the principle of peer-to-peer (2nd day of the training workshop, exercise 5);
- Instruction "To help the host: Methods of interactive learning" - (2nd day of the training workshop, exercise 7);
- Presentation "Fundamental knowledge about verbal and non-verbal communication" (2nd day of the training workshop, exercise 8);
- Sample application form;
- · Feedback questionnaire;
- Sample of the certificate for participants of the training.

#### **Expected results:**

- 1. Participants learned the lesson on cyberbullying and about inciting hatred on the Internet.
- 2. Participants acquired peer-to peer working skills

### Recommendations for the organization and holding the lecture:

1. 1. The duration of the training depends on the developed program, time, as well as available resources



and the number of participants. It is important to devote enough time to teach technical knowledge, train leadership and other skills, get feedback.

2. Participants should be carefully selected. The information on the training can be posted on the website or on the social page (Facebook), distributed among youth organizations and other professional networks using the application form online (GoogleForms) or offline (sample application forms are available on the Disk). The application form, in addition to general information, should request information about specific conditions (diet, special needs, etc.).

The main criteria for selection should be: 1) the desire and ability of the participant for further distribution of information among children and young people on the topic; 2) the reasonableness/motivation of participation; 3) experience in participating in training activities on this topic; 4) communication skills.

- 3. The training site should be spacious enough to place the entire group in a circle, you need an area for group work or practical exercises.
- 4. It is advisable to schedule 15- minutes breaks for coffee/tea and a 60 minute break for lunch. Breaks are useful for establishing contacts and informal communication between participants, which in turn will help to build relationships between team members. Breaks provide time for participants to think the material of the session over and share their thoughts and ideas with other participants.
- 5. After the end of the course, you must distribute the certificates among the participants (the sample certificate is presented on the Disk).
- 6. It is important to get feedback after the end of each day of training, and also encourage participants to fill in feedback forms (sample questionnaire is stored on the Disk). During and after the seminar, it is necessary to conduct a feedback survey with the participants, which is aimed at exchanging opinions and impressions about the training, personal contribution and emotional state of participants, the host's work



style. The evaluation of the effectiveness of the training is of great importance. This information is needed to understand what has been achieved during the training, and what has not, what has been more or less successful.

7. It is advisable to take photos during the training; they will help in the analysis of already conducted training, as well as reproduce the work done by the hosts and participants. However, it is necessary to obtain oral and/or written permission from the participants to shoot and use these photos in the future for reporting on the conduct of training, etc.

#### Requirements for the host

- Understanding of the subject, excellent communication skills, understanding of theory and practice.
- Ability to present material in a simple, effective and memorable way, and also possession of skills that will help to manage the work of the group.
- Ability to lead the learning process, follow the group dynamics,
- Tolerance to different views
- Ability to summarize information and review the subtotals.
- Ability to build a supportive environment for work, to win the trust of the group, to establish an atmosphere of psychological safety.
- Ability to interact with difficult participants.
- Ability to encourage participant's confidence in their abilities in the process of training, as well as clear technical information on the subject of the course, which participants will subsequently teach to other participants.

The work of 2 trainers is welcomed: one of whom provides technical support and the other acts as a trainer and host (moderator).



#### Feedback from participants:

"I liked everything very much, during these days I learned a lot of new things, I have never thought that the Internet carries so many risks." "I was going to the training thinking that it would be boring - but it turned out to be quite the opposite."

"We are tired, but the mood is upbeat, everyone was able to express his opinion."

# 2.7. Conference for children as a tool of education on the peer-to-peer principle on subjects related to children's safety on the Internet



The interactive method was developed by Public Health Foundation of Georgia Georgia, Tbilisi.

**The objective**: To support initiatives aimed at empowering children and young people to express their views and claim their rights to protection against violence, including exploitation and the formation of safe behavior skills.

#### Tasks:

- 1. To inform participants about how to protect themselves from risks and about risks connected with the use of the Internet, violence, and exploitation;
- 2. To inform participants about what rules must be observed so as not to become a victim of violence and exploitation;
- 3. To form a sense of security and responsibility among the participants for themselves and their friends and relatives;
- 4. To inform participants about where they can apply for help in case of risks connected with the use of the Internet:

Duration: 1,5 - 2 months.

The recommended number of participants and membership: children aged 12 to 16 years (students of schools, summer schools, youth movements), parents, teachers, and administration of institutions. The number of participants is unlimited.

#### A brief description of the event:

A conference with the participation of children and young people is a meeting of a group of persons: children and young people (students of schools, summer schools, youth movements), individuals: experts of various specialties, teachers, parents, state and public organizations to discuss certain problematic issues.

#### Stages of the conference:

- Planning. At this stage the goals, tasks, expected results should be clearly defined, the role of each participant should be determined, the participation of children and young people of different ages should be ensured. The duration of this stage is 2-3 weeks.
- Preparation. Carrying out negotiations with partners, potential participants, interested parties, carrying out training and preparation of young leaders (participants of the conference). The duration of the stage is 3 weeks.
- Conduct. The most important part is the presentational part of the day of the conference, in which participants present their reports. The plenary session opens and closes the work of the sections. All sections of the conference are united by a certain theme. The duration of the stage is 1-2 days or more (at the discretion of the organizers).
- 4. Reflection. At this stage, the conference participants express their attitude to the event, determine their expectations and express their wishes for the future. It is important that, at the end of the conference, children and young people exchange their impressions and feelings about the impact of group work and the conference as a whole. Duration 1 day (the last day of the conference).
- Analysis and evaluation. After the end of the event, it is necessary to assess the weaknesses and strengths of the activities undertaken. The sources of knowledge are questionnaires to assess the effectiveness of outcome and feedback from the participants. Duration - 1 week.

### 5 main factors ensuring effective participation of children in the conference:

1. Cooperation with children and youth is part of the culture of the organization;

- 2. Children and young people are aware of their own role, just like the organization recognizes the significance and effectiveness of participation of children and youth in the work of the organization;
- Adults adapt to the style of work of children and young people, which contributes to the development and adaptation of methods of work relevant to children, adolescents, and youth;
- Close interaction with children and youth; Children and youth observe the world through communication with other people. If this interaction is stronger and more active, then their participation is more effective.
- Participation of children and youth is valuable for the organization. In order to ensure the enthusiasm of children and youth when taking part in the decisionmaking process, the experience obtained should be a challenge that is both pleasant and entertaining.

#### The content of the event:

#### Sample schedule for the one-day conference.

10:00-10:30 Registration of participants 10:30-11:00 Opening session.

Large group session, welcome speech, and speeches of individuals / groups of children / youth

11:00-12:30 Presentation of individuals or groups can include 2 or 3 traditional presentations, joint presentations (children and adults),

discussion.

Presentation: Violence: What is violence? classification, signs, and consequences. Presentation: Sexual Violence and Commercial Sexual Exploitation of Children: Concept, forms, Consequences. Presentation: Trafficking in human beings:

concept, forms. 12:30-13:00 Coffee break

13:00-14:00 The work of groups

14:00-15:00 Lunch time

15:00-16:00 General presentation.

May include 2 or 3 traditional presentations joint presentations (children and adults) with Q&A session held after each speech. Presentation: What is the sexual exploitation of children on the Internet. Presentation: Prevention of violence and exploitation. To whom and where you can ask for help - information about organizations.

16:00-17:00 The work of groups

17:00-17:30 Coffee break. Plan for group work

	Group 1	Group 2	
13:00-14:00	-Work in small groups: meeting each other	- Work in small groups: meeting each other	
	- The game «What is your name?»	- The game «What is your name?»	
	- Demonstration of video and/or social advertisement clips on topics: violence and human trafficking.	- Demonstration of video and/or social advertisement clips on topics: violence and human trafficking.	
	- Group discussion	- Group discussion	
16:00-17:00	- Discussion of questions of prevention of violence and sexual exploitation of children.		
	S»		
	with mentors acilitators.		

Below are detailed descriptions of presentations and exercises that were used by authors within the framework of the event. It is necessary to remember that time spent on their realization can vary.

1. Presentation «What is violence? Classification, signs and consequences».

**Duration**: 30 minutes (20 minutes for the lecture, 10 minutes for discussion).

Objective: introduction of basic concepts, formation of a shared vision of the problem among the participants.

The form of conduction: presentation, group discussion.

**Required prop**: a projector, a screen, a notebook, a presentation

**Description**: the speaker introduces basic concepts to the participants, provides information on the urgency of the problem, answers the participants' questions.

2. Presentation «What is sexual violence and commercial sexual exploitation: the concept, types, consequences, signs, likenesses and distinctions».

**Duration**: 30 minutes (20 minutes lecture part, 10 minutes, is a discussion).

Objective: the introduction of basic concepts, the formation of a collective vision among the participants of the problem.

**The form of conduction**: presentation, group discussion.

**Required prop:** a projector, a screen, a laptop, a presentation

**Description**: the speaker acquaints participants with the basic concepts and provides data on commercial sexual exploitation, explains the similarity and difference of these phenomena, answers participants' questions.

### 3. Presentation «Trafficking in human beings: concept, types, 3 main stages».

**Duration**: 30 minutes (20 minutes for the lecture, 10 minutes for the discussion).

Objective: introduction of the basic concepts, how children become victims of human trafficking, formation of a shared vision of the problem among the participants.

**The form of conduction**: presentation, group discussion.

**Required prop**: a projector, a screen, a laptop, a presentation

**Description**: the speaker introduces basic concepts to the participants, acquaints and gives information on the relevance of the problem of trafficking in human beings, answers participants' questions.

# 4. Presentation on the topic «Sexual exploitation of children on the Internet. How to safely use the Internet. «

**Duration**: 30 minutes (20 minutes - lecture part, 10 minutes - discussion).

**Objective**: the introduction of the basic concepts, information on the ways how children can become victims of human trafficking, the participants develop comprehension of the problem.

The form of conduction: presentation, group discussion.

**Required prop**: a projector, a screen, a laptop, a presentation.

**Description**: the host introduces participants to the basic concepts and rules for safe use of the Internet, provides relevant data on the problem of trafficking in human beings, holds Q&A session. Participants can express their views in order to promote the exchange of information and opinions.

#### 5. Demonstration of the video.

Duration: 20 minutes.

**Objective**: to attract the attention of adolescents and young people to the problem of combating violence and trafficking in children.

The form of conduction: video demonstration, group discussion.

Required prop: a projector, a screen, a laptop, a video.

**Description**: the presenter shows the participants videos, after that the group discussion is being held.

### 6. Presentation on the topic «Prevention of Violence and Sexual Exploitation».

**Duration**: 30 minutes (20 minutes - lecture part, 10 minutes - discussion).

**Objective**: the introduction to the methods of conducting work on prevention of violence and sexual exploitation of children.

**The form of conduction**: presentation, group discussion.

**Required prop**: a projector, a screen, a laptop, a presentation

**Description**: The host introduces participants to the main methods and forms of work on the prevention of violence and sexual exploitation of children.

### 7. Work in small groups on the issue «Prevention of Violence and Sexual Exploitation».

**Duration**: 20 minutes.

**Objective**: To share the experience of developing a preventive measure with participants.

The form of conduction: work in small groups.

**Required prop**: a flip chart, flipchart paper, markers.

**Description**: the host suggests participants to develop measures to prevent and protect children from violence and sexual exploitation that they could be subjected to. The host actively helps and participates in the development.

#### Useful exercises in the framework of conference.

It must be remembered that the time spent on conducting them can vary depending on the size of the group and the level of its preparedness.

#### 1. The game «What's your name.»

Duration: 10 minutes.

**The goal**: the participants getting to know each other and the establishment of emotional links.

The form of conduction: group work, play.

**Required prop**: markers, sheets of paper and pens equivalent to the number of participants.

**Description**: The host offers participants to perform the following task:

 to introduce themselves in turns: name, interests, hobbies

The host's speech: «Tell me the name you would like to be called in the group. To make it easier for us to remember how we will call each other, I suggest writing these names on badges and attaching them to our clothes»(participants making nameplates)

#### 2. Exercise «Strengths»

Duration: 15 minutes.

**Objective:** to develop self-confidence skills, assess own strengths and weaknesses.

The form of conduction: group work, play.

**Required prop**: sheets of A4 paper and pens for each participant.

**Description**: The host hands out the sheets of paper to participants, who are supposed to make up a list of own strengths. The duration of this assignment varies from 5 to 10 minutes. Then the participant should exchange his/her list with the least familiar person within the group in order to make changes and/or add something on the list.

#### 3. Brainstorming

**Duration**: 15 minutes.

Objective: to accumulate a wide range of ideas on the

The form of conduction: group work.

Required prop: a flip chart, markers, flip chart paper.

**Description**: prior to the brainstorm, the host delivers a clear statement of the problem.

During the brainstorm, participants express their ideas both reasonable and ridiculous. It is recommended to listen to all the ideas. In the process of brainstorming, the host writes down or otherwise records all ideas that have emerged during the brainstorming session. It is important that the host does not alter the words of the participants, and writes down everything literally. Otherwise the main sense of the idea can be distorted.

When all ideas are expressed, they are subjected to analysis, selection and development. As a result, the most effective and often creative solution of the problem is found.

#### 4. Exercise «Gift»

**Duration**: 15 minutes.

**The goal**: to relieve the emotional tension of participants, warm-up.

The form of conduction: group work, play.

Required prop: nothing required.

**Description**: each participant of the group is encouraged to present a gift to his co-workers. Of course, it is a virtual gift: you can provide your present non-verbally with the help of pantomime or express it in words, as well as you can ask the group members to give something to all their partners at once, and you can arrange the procedure so that each participant presents a gift to his neighbor on the right (or left).

### Technical requirements for the conduct and equipment (props):

- A room;
- A laptop;
- A projector;
- A screen / a place for projecting images;
- A flip chart;
- · Paper for the flip chart;
- · Ability to access the Internet;
- · Paper tape;
- Pina;
- · Markers / felt-tip pens and pencils;
- · Pens:
- Paper A4 (a bundle);
- · Scissors:
- Self-adhesive sheets (post-its);
- Presentation on the topic «What is violence? Classification, signs and consequences «;
- Presentation on the topic «What is sexual violence and commercial sexual exploitation: the concept, types, consequences, signs, likenesses and distinctions»;
- Presentation on the topic «Trafficking in human beings: concept, types, 3 main stages»;

- Presentation on the topic «Sexual exploitation of children on the Internet. How to safely use the Internet «;
- Presentation on the topic «Prevention and Prevention of Violence and Sexual Exploitation»;
- Video clip on violence and human trafficking;
- The questionnaire for assessing the effectiveness of the conference (evaluation sheet).
- Presentations and other related materials are available on the Disk.
- · Expected results:
- Conference participants acquire new experience, skills and knowledge;
- Conference hosts teach children and young people useful skills:
- Participants develop the sense of personal competence;
- · Exchange of experiences and interesting ideas;
- Participants develop communication skills;
- Training, based on active practice.

Recommendations for organizing and conduct of the event:

#### Prior to the conference, the organizers should:

- Contact youth movements, schools and / or youth centers;
- Arrange informal meetings with adults (school teachers, school administration delegates) and parents to obtain permission for young people to attend the conference;
- Involve volunteers lecturers who have experience in working with children and adolescents;
- Arrange a meeting with children and adolescents on the topic of their rights to protection from violence;
- Analyze similar events / conferences (take into account previous experience);
- Remember that children and adolescents are allowed to chose the most interesting directions for participating in the conference.
- Observe and support children and adolescents with leadership skills, for further integration into peer-topeer education.

- Organize informal meetings, provide participants with an opportunity to get to know each other - it can be a cooperative dinner, tea party, mutual film screening, games etc.
- Help children in developing the agenda of the conference.
- Organize training for children, adolescents and young people aimed at developing skills of participation and management.

#### During the conference, the organizers should:

- Empower participants to welcome people and build an atmosphere of the event.
- Appoint the representatives of different age and experience as responsible people for the sections.
- Provide the presenters with an opportunity to be creative when giving a speech - to attract the audience's attention, to present information in various ways (with the help of video, musical and other multimedia materials).
- Provide children and adolescents who have not been active before with an opportunity to prove themselves.
- Carefully select and train facilitators listeners who show cultural awareness and participation.
- Support young and not-experienced speakers by linking them with more experienced spokesmen for giving joint presentations, thus they benefit from training and mentoring;
- Create collective presentations (for example, children and adults).
- Avoid formality (for example, there are too many presentations / conversations and not enough practical exercises, fixing activities).

### After the end of the conference, the organizers should:

- Start a conversation by encouraging children, adolescents and young people.
- · Carry an evaluation of the event using a questionnaire.
- Children should feel that they can continue to be productive and express their opinions on different topics after the event or conference - this can be promoted by connecting them with local organizations in accordance with the interests.
- After the conference, the former participants may be given the opportunity to participate in the event on

a continuous basis - as alumni (former members), permanent members of the organization or events, participants in surveys / discussions, etc., who will contribute to future events and conferences.

Children and young people can assist on a voluntary basis or be invited to help organize future events as organizers, facilitators of groups, volunteers for certain roles, for example, to interact with the public or media / social networks and the mass media.

#### Feedback from participants:

«I liked the conference, met interesting people, learned new and important information.»

«Informative and interesting discussions and lectures to obtain knowledge about the violence and exploitation of children. This is a problem that really exists and can happen to everyone. «

«I got a lot of information, most of my questions were answered. Thanks to the organizers. «





### PART 3.

# RESOURCES ON THE PROBLEM OF SAFE USAGE OF THE INTERNET

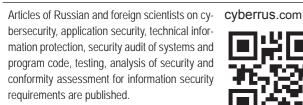


The application for observing the child's visit www.gogul.tv to websites on the Internet and filtering content for them. Free distribution. List of educational, entertaining and another safe for children resources



www.securitylab.ru

The project by the Positive Technologies company. In addition to news, expert articles, software, forum, the website has a part where information on vulnerabilities is promptly published, as well as specific recommendations for their elimination.



The Information Security Club is a non-profit wiki. organization developing information security information and solving problems in this area. The site has security. a «Knowledge Base» where you can find regu- club/doku.php/ latory documents, software, books, and links to main interesting resources.

The «No hate» movement is a youth cam- coe.int/en/web/ paign against hatred and for human rights on no-hate-campaign the Internet of the Council of Europe. This site provides information about the campaign, its goals, participants, campaign materials and publications



Microsoft Web site on cybersecurity

microsoft.com/ ru-ru/security



#### Name

The site of the NGO «Stellit». The site presents **ngostellit.ru** methodical manuals for specialists that can be downloaded for free



Resource link

Children's entertainment portal «Children Online» was created by the Fund «Friendly Runet» and the Internet Development Fund. Professional experts help children and advise adults in situations involving the safety of minors when using the Internet and mobile communications.



detionline.org

The site was created primarily for children. It

- · Flash-games for children
- Flash-coloring
- Flash-puzzles
- Flash-search for differences
- Draw on the dots and some other sections

The main goal of the Foundation is to promote friendlyrunet.ru the development of the Internet as an enabling environment that is friendly to all users. The Foundation supports projects related to the safe use of the Internet, facilitates Russian users, public organizations, commercial companies, and government agencies in countering trafficking of illegal content, as well as in countering other antisocial actions on the Web.



The site has a hotline for receiving messages about illegal content.



#### Name

Helpline «Children online» is an online counseling service for children and adults on the problems of safe use of the Internet and mobile communications. On the Assistance Line, professional psychological and information support is provided by psychologists of the Faculty of Psychology of the Moscow State University named after Lomonosov and the Internet

Phone: 8 800 25 000 15 (calls within Russia are free of charge)

Email: helpline@detionline.com

The magazine «Children in the Information Society» is a quarterly scientific and journalistic journal being published since 2009. The journal is devoted to topical issues of how modern infocommunication technologies influence the way of life, upbringing and personal formation of the younger generations.

The research of the Internet Development Fund is devoted to the study of the psychology of the digital generation of Russia. Particular attention is paid to the problems of the safety of children and adolescents on the Internet. What Internet threats do children and adolescents in Russia face online and how do they perceive them? How dangerous is domestic cyberspace? What are the ways to protect children and adolescents from the «risks» and dangers of the global «web»?

On this site you can leave your message about illegal Internet content. You have the opportunity to report anonymously or leave your email address.

Topics of illegal content:

- · Child pornography
- · Drugs propaganda
- · A call for suicide
- · Alcohol production
- Phishing resource
- Malware
- Other

The Center for the Secure Internet in Russia is dedicated to the problem of safe, correct and comfortable work on the Internet. More specifically, Internet threats and effective counteraction among users. The site has a hotline and a line of assistance to victims of Internet threats.

#### saferunet.ru

ligainternet.ru/

hotline



#### Name

Resource link

Helpline for children, adolescents, and their par- 8 (800) 2000-122 ents, operating in all regions of Russia

The call is anonymous and free all over Russia. Your call will be answered by the operator of your region. You will be given a consultation or told where to go for help



Resource link

detionline.com

#### Police of the Republic of Armenia

Hotline.....+37410596332 ......+37410596733

Website ...... police.am



#### Office of the Ombudsman of the Republic of Armenia

Hotline......116

Website ..... ombuds.am

Website ......ombuds.am
Adress .......Yerevan, Pushkin street, 56 ■ Full name .... Arman Akopovich Tatoyan

#### NGO "Secure Internet of Armenia"

+37460272212 Website.....www.safe.am

#### Ministry of foreign affairs of Georgia Republic

Telephone ......2 41 12 96, 2 41 17 67 E-mail ..... cybercrime@mia.gov.ge

#### Telephone numbers of emergency services (hotlines) of Georgia Republic

Cyber security bureau .....+995 32) 2000 345

Hotline on child safety issues in Georgia ...... (+995 32) 2723

Center for Emergency and Operational Response of Georgia......112

Public Health Foundation of Georgia's helpline for children ......116 111

Ministry of Health, Labor and 

**NB!** If you come across a site with child pornography or other harmful and dangerous content, be sure to tell the staff of the hotline.

#### **Authorization**

Verification of rights and user identity, necessary for ensuring safe network functioning and integrity of the classified information. Usually authorization is limited to filling in the user name (login) and password.

#### **Antivirus software**

The program intended for prevention of access to the personal computer for malicious applications — it finds the infected files and deletes them.

#### **Brandmauer**

is a network security system that monitors and controls incoming and outgoing network traffic based on predetermined security rules. A firewall typically establishes a barrier between a trusted internal network and untrusted external network, such as the Internet.

#### Bruteforce

Selection of passwords by a search method by means of programs boats

#### A computer virus

is a type of malicious software that, when executed, replicates itself by modifying other computer programs and inserting its own code. When this replication succeeds, the affected areas are then said to be «infected» with a computer virus. Viruses can reduce efficiency of the computer or the system.

#### **External Internet Threats**

Threats that have unfavorable consequences for users. There are external technological threats and external social threats: impact on the physical and mental health of users, impact on the individual's consciousness, information terror, crime, etc.

#### Pop-up ad

is a graphical user interface display area, usually a small window, that suddenly appears in the foreground of the visual interface.

As a rule, such window doesn't have its own web address, however in certain cases it may have one. Pop-up windows which open without inquiry of the user usually contain advertising material.

#### Child grooming

is befriending and establishing an emotional connection with a child, and sometimes the family, to lower the child's inhibitions with the objective of sexual abuse. Child grooming is also regularly used to lure minors into various illicit businesses such as child trafficking, child prostitution, or the production of child pornography.

#### An Internet forum, or a message board,

is an online discussion site where people can hold conversations in the form of posted messages.[1] They differ

from chat rooms in that messages are often longer than one line of text, and are at least temporarily archived. Also, depending on the access level of a user or the forum set-up, a posted message might need to be approved by a moderator before it becomes visible.

#### Download

is saving files from the Internet to your personal computer.

#### Data protection

is a set of rules which maintain confidentiality of information. Data protection applies to confidential information, for example, personal information, and is maintained by policy of information security or the Privacy Statement.

#### Internet addiction disorder (IAD)

is a phenomenon of compulsive need for the Internet which is reflected in a peculiar escape from reality at which the process of surfing the web drags the subject so that he isn't able to function fully in the real world.

#### A virtual community

is a system of communications and the relations between users of online information space which has developed in the course of joint activity.

#### Information security

is the practice of preventing unauthorized access, use, disclosure, disruption, modification, inspection, recording or destruction of information.

#### Cyberspace

is electronic (including photoelectronic, etc.) environment, in which information is created, transmitted, received, stored, processed and destroyed.

#### Cybercrime

Usage of cyberspace for criminal purposes which are defined as those by the national or international legislation.

#### **Cyber Threat**

is a detected or established threat of cyber-vulnerability

#### Cyberbullying (or cyberharassment)

is aggressive, deliberate, repetitive action made by a group of people or one person using electronic forms of cooperation regarding the victim, that has difficulties in protecting itself. Prosecution by messages containing insults, aggression, intimidation.

#### Commercial sexual exploitation of children (CSEC)

is a commercial transaction that involves the sexual exploitation of a child, such as the prostitution of children and child pornography. CSEC may involve coercion and violence against children and amount to forced labor and a form of contemporary slavery as well as offering the sexual services of children for compensation, financial or otherwise.

#### Dangerous programs: viruses, worms and Trojans

A program or part of a program that is designed to distribute unwanted events in a computer or information system, for example, viruses, worms, or Trojans.

#### An operating system (OS)

is system software that manages computer hardware and software resources and provides common services for computer programs. The most common are Microsoft® Windows®, Apple® Mac OS, and Linux®.

#### Electronic mail (email or e-mail)

is a method of exchanging messages, images, documents etc. («mail») between people using electronic devices.

#### A server

is a computer program or a device that provides functionality for other programs or devices, called «clients». For example, users receive an e-mail messages from the network's e-mail server.

#### **Network diary**

is a public interactive diary.

#### Spamming

Is undesirable e-mail which is, as a rule, is distributed as a form of direct post marketing. Spam usually sent to a big number of recipients at the same time.

#### Trolling

is allocation of provocative messages on the Internet (at forums, in groups, social networks, etc.) with the purpose to cause conflicts between participants. The person who is engaged in trolling is called a troll which coincides with the name of a mythological creature.

#### A computer hacker

is any skilled computer expert that uses their technical knowledge to overcome a problem. While «hacker» can refer to any skilled computer programmer, the term has become associated in popular culture with a «security hacker», someone who, with their technical knowledge, uses bugs or exploits to break into computer systems.

#### Online chat

may refer to any kind of communication over the Internet that offers a real-time transmission of text messages from sender to receiver. Chat messages are generally short in order to enable other participants to respond quickly. Thereby, a feeling similar to a spoken conversation is created, which distinguishes chatting from other text-based online communication forms such as Internet forums and email..

#### A computer worm

is a standalone malware computer program that replicates itself in order to spread to other computers. Often, it uses a computer network to spread itself, relying on security failures on the target computer to access it. Worms almost always cause at least some harm to the network, even if only by consuming bandwidth, whereas viruses almost always corrupt or modify files on a targeted computer.

#### IRC

Internet Relay Chat (IRC) is an application layer protocol that facilitates communication in the form of text. The chat process works on a client/server networking model. IRC clients are computer programs that users can install on their system or web based applications running either locally in the browser or on 3rd party server. These clients communicate with chat servers to transfer messages to other clients. IRC is mainly designed for group communication in discussion forums, called channels, but also allows one-on-one communication via private messages as well as chat and data transfer, including file sharing.

### **INFORMATION ABOUT ORGANIZATIONS**



### Non-governmental public organization «Hope and help»



The NGO was registered in 1998. According to the plan of the founders, the name should reflect the desire to inspire hope for the best in life and help the people of the Republic of Armenia.

The mission of the organization is to contribute to the improvement and protection of the health of the population of Armenia through programs of medical and social directions.

The recipients of the NGO «Hope and help» services are children, women, men, youth, disabled people.

The main activities of NGOs:

- · harm reduction among high-risk groups of HIV / AIDS;
- prevention of human trafficking, assistance to victims, their rehabilitation and social reintegration;
- · training of law enforcement personnel on human rights issues,
- conducting criminal investigations into cases of trafficking in minors;
- development and publication of methodological materials for specialists working in the field of combating crimes against sexual integrity and sexual freedom of children;
- · development and implementation of programs to prevent violence against children and young people;
- studies of the prevalence of violence;
- training in the identification of violence;
- organization and conduct of training for psychologists, educators, social workers, police officers in dealing with victims of violence;
- · conducting seminars on Internet security;
- · development of information materials on the prevention of violence, including in cyberspace.

Since 2015, the NGO is a member of the international organization ECPAT (against child prostitution, child pornography and trafficking of children for sexual purposes).

- Armenia, 0002, Yerevan, Mashtots prospekt, 23, office 31
- hopeandhelp.ngo@gmail.com
- **(**+374 10) 531770
- www.hopehelp.am
- Yenok Shatvoryans

### Non-governmental public organization Public Health Foundation of Georgia



**HEALTH** 

FOUNDATION

OF GEORGIA

The organization was founded in 1998 with the main aim to develop standards for the proper treatment of children. The fund pays special attention to protecting children from abuse.

The mission of the Public Health Foundation of Georgia is the promotion of the human right to health. The Foundation believes that a human being has the right to be provided with the highest achievable standard of health, which will provide him with an opportunity of self-development, self-realization and grounds for a decent life.

Protecting children from violence is an important part of public health. Accordingly, the protection of children from violence is a priority in the work of the Public Health Foundation of Georgia. The Foundation believes that a child should live in a world where he is treated with dignity and his opinion is noted, and where every child has an equal opportunity for development.

Public Health Foundation of Georgia:

- protects the child's right to life, health, well-being, development and equality;
- cares about the child's growing up in a family, safe and peaceful environment with respect for his dignity and autonomy;
- helps children in need of care and protection; tries to address their problems to policy-makers and decision-makers;
- builds on the strengths of a child while helping him; following the principle of «do no harm»;
- in the preparation and implementation of programs, the participation of children and young people is facilitated and their opinions are taken into account.

#### Strategic areas of the organization:

- informing society on issues related to violence against children and young people, including domestic violence;
- Promotion of civil responsibility regarding the need to identify and notify children about the facts of violence against children;
- · Education of children and young people on how to defend their own rights;
- Training of the family on the issues of child upbringing, discussion of questions related to the unacceptability of physical punishment, psychological pressure and other violent approaches in upbringing.

#### The main activities of the Foundation:

- 1. Development of knowledge and skills of professionals
- Timely detection and response to the risks of violence and neglect.
- Ensuring child safety and psychosocial rehabilitation.
- Defining the limits of confidentiality and protecting personal information.
- · Protecting the best interests of the child.
- 2. Consulting and rehabilitation services
- Assessing the needs of an endangered and victimized child.
- Counseling and rehabilitation of a child who has suffered violence.
- Preparing a parent to promote the child and prevent violence.
- 3. Promotion of systems and services aimed at protecting the best interests of the child
- Monitoring and evaluation of systems for the protection of children and young people, and ensuring their wellbeing and development of recommendations.
- Strengthening of cooperation between various institutions and professionals.
- Participation in the implementation of legislative amendments in cooperation with governmental and public organizations.

#### Target groups:

- · Professionals (specialists);
- · Policy-makers in the sphere of protection and well-being of children and youth, decision-makers.

#### Beneficiaries:

- · Children and young people in need of care and protection.
- · Children, victims of violence and neglect.

In 2008, the Foundation received an award from the International Society for the Prevention of Child Abuse and Neglect (ISPCAN) for its significant contribution to the well-being of children.

In 2008, the Foundation created a single telephone line across Europe for children under the number 116 111, designed to give children the opportunity to voice their problems and seek support in the event of such a need.

Children and young people occupy an integral part in the existence of the Fund, play a significant role in the development and future realization of programs. Their participation results in peer education, awareness campaigns, and the development of educational programs for children on ill-treatment.

Since its inception, the Foundation has advocated the development of the protection and welfare of Georgian children and youth, has been a member of many international and local networks.

- ♀ Georgia, 0186, Tbilisi, E.Magalashvili street # 4, apt.1
- nfo@phf.org.ge
- **(**+995 32) 2 421 422
- www.phf.org.ge
- 🛂 Лия Саралидзе



## Autonomous non-for-profit organization for the provision of social services to the family

(Regional Resource Center for the Prevention of Violence)



The organization started its activity in 2004 under the name of NGO Regional Resource Center for Violence Prevention.

In 2016, in connection with the new legislation on non-profit organizations, renamed into ANO for the provision of social services to the family.

The mission of the organization is to prevent violence and help women and children in critical situations.

The main goals of our activity are:

- protection of the rights of women and children affected by violence;
- providing comprehensive rehabilitation assistance to women and children affected by any kind of violence;
- · development and implementation of educational programs for various professional communities;
- coordination of network cooperation of women's and human rights' NGOs in the Southern Federal District (SFD).

In 2005, the Network of Women's and Human Rights' Organizations Working with Violence Against Women and Children in the Southern Federal District was established. Our organization served as a coordinator. In June 2018, the Interregional Public Organization «Coalition to Combat Violence Against Women and Children» was established, based on the membership of a public association of citizens, non-profit organizations, state and municipal bodies and institutions of the Southern region dealing with problems of protecting the rights of women affected by any kind of violence. At the moment, the Coalition includes 12 NGOs, 3 state institutions and 5 individuals.

The main tasks of the Coalition are:

- · assistance in protecting the rights and legitimate interests of women affected by any kind of violence;
- combining the efforts of professionals in the socio-legal and psychological assistance to women and children affected by any kind of violence;
- consolidation of efforts, development of common principles and approaches to work on the problems of violence against women in order to improve its effectiveness;
- providing psychological assistance in the form of individual consultations and group training for male offenders.

Over the years, the organization has developed and implemented more than 50 projects on violence against women and children and trafficking in human beings. More than 2,000 women received legal and psychological counseling. Every year we take part in international actions «16 days against violence», in the framework of which more than 20 000 adolescents and young people were involved in preventive measures. In addition, the organization takes partnerships in the projects of the organizations «Anna» (Moscow), «Doctors for Children» (St. Petersburg), «Stellit» (St. Petersburg).

- 1344002, Socialisticheskaya street, 52 A, of. 300, Rostov-on-Don
- rc-rostov@mail.ru
- +7 904 340 72 43
- www. rc-rostov.org
- Elena Alexandrovna Zolotilova

# Regional public organization of social projects in the sphere of the well-being of the population «Stellit»



The name of our organization is made up of two words: «Stella» (from Latin «Stella» - star) and «Lit» (from Latin «Lit» - stone), which reflect our beliefs: in order to solve social issues it is necessary to be persistent and believe in your star.

Stellit is a regional public organization that specializes in the implementation of social projects in the sphere of the well-being of the population. The main activities: social research, preventive and innovative programs, assessment of the effectiveness of social organizations. We strive to make

the results of our work applicable in practice and accessible to acquire the attention of professionals and public. Our principles are scientific validity and careful evaluation of the effectiveness of programs and implemented methods.

Our mission is to promote health and social well-being of people by introducing scientifically based and effective prevention programs into the practice of specialists, providing them with relevant social and behavioral research, distribution of the best Russian and international professional experience.

- Stellit is an innovative organization: we are looking for new, cost-effective and practical ways of solving problems in the field of prevention and improving the well-being of society.
- Stellit implements independent scientific and research projects, acts as a resource center for other public, scientific and research organizations.
- We share the goals identified by the government in the field of prevention and social protection of the population, and we contribute to their achievement by participating in competitions and fulfilling the state order.
- Stellit funding is provided through targeted subsidies and grants from Russian state, public and commercial organizations, donations, international funds, and programs.
- · We strive to reduce the distance between academic science and practice.

The use of scientific advancement determines the development potential of any organization. In turn, science improves the comprehension of practical results of professional activity in a scientific way. «Stellit» managed to fully implement this approach in its work.

Over the past 15 years, Stellit has been participating in the development of numerous research papers, publications and scientific reports at Russian and international conferences, training courses for students of the St. Petersburg State University, and research work at the Sociological Institute of the Russian Academy of Sciences. We cooperate with foreign scientific organizations: the Yale University (USA), the University of Virginia (USA), the Stockholm University (Sweden), the University of Helsinki (Finland), the Norwegian Social Research Center NOVA, the National Institute for Health and Well-being (Finland) and others.

The staff of Stellit prepared 35 masters, 10 candidates and 1 doctor thesis. More than 80 scientific monographs have been prepared with the participation of Stellit's staff, 8 training courses and refresher courses for specialists have been developed.

- **9** 197101, Russia, St. Petersburg, ul. Mira, 3, lit. A, of. 521
- 8 (812) 493-52-38
- www.ngostellit.ru
- Rusakova Maya Mihailovna PhD in Social sciences; maia@ngostellit.ru

# Youth volunteer movement «You know the way? Do it your own way then ...» (Znaesh kak? Kak Znaesh...)

... If you open your heart to good, then your place is at «You know how? As you know ...»...



Youth volunteer movement «You know the way? Do it your own way then ... «(Movement ZKKZ) emerged on April 17, 2009, within the framework of one of the projects of the NGO» Stellit «.

The name «You know the way? Do it your own way then ... «reveals the main position of the movement:» We are ready to discuss and help, we are open, but we do not impose our point of view, because a healthy lifestyle is a personal choice for everyone».

The movement is based on the peer-to-peer principle, we believe that it is much easier to bring information to the person you speak to in a language that both of you understand.

Movement's volunteers are young people aged 16 years and over, who study or have already graduated from schools, lyceums or colleges of St. Petersburg. Many of them lived a difficult life, but with the help of a professional psychologist, they were able to change their lives.

Our volunteers were trained, so now they develop and carry out activities aimed at preventing risky behavior, helping children, the elderly, homeless animals.

During these years, we organized more than 1,500 events which involved more than 35,000 people.

We develop unique preventive games, thematic performances, organize exhibitions, film social advertising, come up with interactive quests, participate in international exchange programs, and constantly develop ourselves, lead an active and interesting lifestyle.

The uniqueness of our movement is that it brings a double social effect - «By helping others, the volunteers are changing themselves!»! And these are not just words, they grow in the movement, they expand the picture of the world, they learn a lot of new things. The movement promotes studying in higher education institutions, the formation of attitudes towards a safe and healthy lifestyle.

Today the movement implements both preventive and socially oriented projects and programs. The Commissioner for Children's Rights in St. Petersburg, the Committee for Social Policy of St. Petersburg, the Committee for Education of St. Petersburg and the Leningrad Region, the Committee on Youth Policy and Interaction with Non-Governmental Organizations are participating and supporting us.

If you want to get more information or support the movement, call, write, visit us.

#### TOGETHER WE CAN DO A LOT MORE

#### Контактная информация:

- **&** 8 (812) 493-52-38, 8 (921) 646-84-11
- marina-kutsak@mail.ru
- w vk.com/vzkkz
- facebook.com/ZnaeshkakKakZnaesh
- instagram.com/znaeshkak
- Движение ЗККЗ
- Kutsak Marina Sergeevna

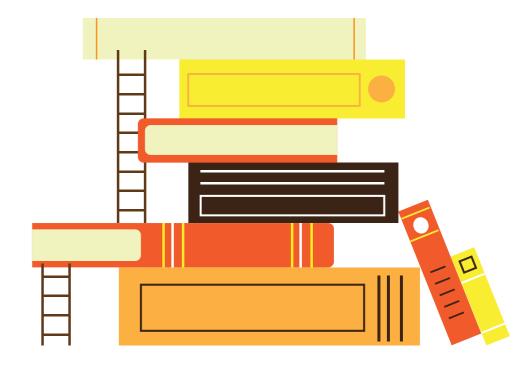




#### **AUTHORS OF THE TOOLKIT**

- **M.M.** Rusakova (Russian Federation, Saint-Petersburg) Regional Public Organization of Social Projects in Sphere of Population's Well-Being «Stellit»;
- **O.I. Kolpakova** (Russian Federation, Saint-Petersburg) Regional Public Organization of Social Projects in Sphere of Population's Well-Being «Stellit»;
- **V.A. Odinokova** (Russian Federation, Saint-Petersburg) Regional Public Organization of Social Projects in Sphere of Population's Well-Being «Stellit»;
- M.S. Kutsak (Russian Federation, Saint-Petersburg) Regional Public Organization of Social Projects in Sphere of Population's Well-Being «Stellit»;
- **M.G. Slyusareva** (Russian Federation, Saint-Petersburg) Regional Public Organization of Social Projects in Sphere of Population's Well-Being «Stellit»;
- **A.V. Kozlova** (Russian Federation, Saint-Petersburg) Regional Public Organization of Social Projects in Sphere of Population's Well-Being «Stellit»;

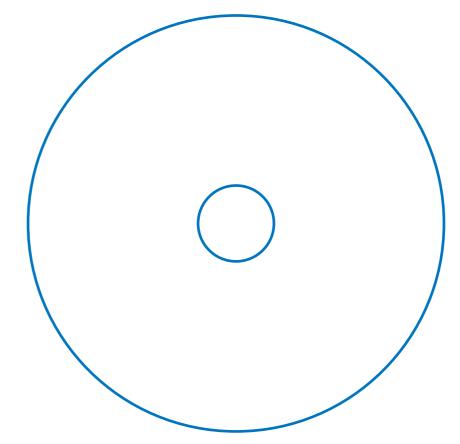
- **E.A. Zolotilova** (Russian Federation,Rostov-on-Don) Autonomous non-profit organization of social services for support of the family;
- **A.V. Ovrutsky** (Russian Federation,Rostov-on-Don) PhD in philosophical sciences, Chair of the Department of Speech Communication and Publishing at the Institute of Philology, Journalism and Intercultural Communication of the Southern Federal University
- **N. Mnatsakanyan** (Republic of Armenia, Erevan) Non-governmental organization «Hope and Help»;
- **M. Shatvoryan** (Republic of Armenia, Erevan) Non-governmental organization «Hope and Help»;
- **E. Shatvoryan** (Republic of Armenia, Erevan) Non-governmental organization «Hope and Help»;
- **L. Saralidze** (Georgia, Tbilisi) The Public Health Foundation of Georgia;
- **K. Davitishvili** (Georgia, Tbilisi) The Public Health Foundation of Georgia.



Section / folder name	List of materials
Materials to Part 1	<ul> <li>participation of young people - the Hart ladder;</li> <li>presentation clip of the movement «You know the way? Do it your own way then « (Znaesh kak? Kak Znaesh) .</li> </ul>
to r are r	anon in a (Zhaoon Rait Fran Zhaoon) .
Materials to Part 2	
Materials for the board game «CyberLand»	<ul> <li>the layout of the playing field;</li> <li>cards with character traits and game figures;</li> <li>forms for the game;</li> <li>task cards for the game;</li> <li>a guide for the facilitator;</li> <li>samples of certificates for participants and winners;</li> <li>game box layout.</li> </ul>
Materials for the thematic prophylactic performance «Illusion»	<ul> <li>a poster;</li> <li>a banner;</li> <li>the program;</li> <li>play «Illusion» (video);</li> <li>the scenario of the play;</li> <li>music and video accompaniment;</li> <li>samples of the props for the conduct.</li> </ul>
Materials for the thematic dance «11 simple rules for your safety»	<ul> <li>a presentation with dance moves;</li> <li>a brochure;</li> <li>description of the movements of the dance;</li> <li>music (full and abbreviated versions);</li> <li>mock-ups of handouts for participants (safe conducts);</li> <li>video of the dance and training video «How to dance».</li> </ul>
Materials for conducting inter- active meetings with students «Safe Internet»	<ul> <li>samples of social advertising on the safe use of the Internet (by age);</li> <li>an example of an evaluation sheet of an event;</li> <li>an example of the participant's final article based on the results of the event.</li> </ul>
Materials for the training semi- nar for the preparation of chil- dren-consultants on the topic of the safe use of the Internet «Learning to recognize and prevent danger on the Internet»	<ul> <li>Memo for participants on the topic «Cyberbullying»;</li> <li>Case studies with examples of inciting hatred in the network;</li> <li>Presentation «What is cyberbullying»;</li> <li>A sample of the form of assessing knowledge and emotions;</li> <li>The film «Cyberbullying»;</li> <li>Presentation «Pros and cons of training on the peer-to-peer principle;</li> <li>Memo «To help the host: Methods of interactive learning»;</li> <li>Presentation «Fundamentals of verbal and non-verbal communication»;</li> <li>Sample application form;</li> <li>Sample feedback questionnaire;</li> <li>A sample of the certificate for the participants of the training.</li> </ul>

The layouts of this toolkit in Russian and English languages and the layout of the disc cover are also presented on the Disk.

The contents of this toolkit, contained in the Disk, can be downloaded for free from www.stellitinternational.com from the "Publications" section.



FOR NOTES				

