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PEER

Participation,
Experiences and
Empowerment for
Roma youth



Report of the training delivered to children and youth (A5)

1. What information proved useful to help develop the group's ability to create change that will be favorable to Roma children and young people's participation?

Ice-breaker 'Human Super-Heroes'

Goal: The theme 'Super-Heroes' was the session's thread. In a playful, child appropriate manner, participants began by talking about what superheroes they liked/know and how would they describe them. A bridge was then made to talk about how normal people can also be super-heroes and make a difference in their lives as well as in the lives of others. We can all be superheroes in different ways, being aware of our own strengths and qualities. The understanding of connection between the superheroes that were perceived in the movies and the "human superheroes" (the people who overcome great challenges and obstacles in the path of their dream) presented a moderate difficulty.

Practical tasks:

Step 1: Children were asked to draw their favourite super-heroes (alternatively to write the character's name, if not comfortable with drawing). Each person, trainers included, said his/her name and named their favourite super-hero.

Step 2: Trainers deliberately chose real people close to them – children clapped to the suggestion of one of the trainers who said her super-hero was her mother.

Ice-breaker The emotional bridge

Goal: to empathise with different roles as a verbal aggressor or a receiver of negative verbal comments.

Practical tasks: Three volunteers are selected and get out of the room. The rest of the children are given a sentence. Children line up in two rows facing each other.

Trainer chooses one volunteer to walk under the bridge, while the others whisper their sentence as he/she passes by.

a) Lonely Walk

Children are presented with 3 sentences: I Hate you!, I'll beat you up! I don't want to play with you!

b) Friendship Walk

Children are presented with 3 sentences: I'll help you, I like you, I'm your friend

Debriefing: Walker shares with the group how he/she felt walking under the emotion bridge.



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Interview the external human resources/stakeholders

Goal: To identify the external resources, that can help them in identifying the optimal solution and in the same time to contribute to their path of change.

Practical tasks: Look at the posters prepared in the previous session, review the issues. On the flip-chart make a list of people that we will encounter along the Path of Change (those who will be able to help; those who will be an obstacle). Ask children, in groups, to choose and draw one of these persons in a poster and prepare 3 questions they'll like to ask them.

Role-Play

To motivate the children to think of a real situation, a scenario and write 3 questions that they would be interested to find out related to their situation and priority theme.

Goal: Implementing solutions using drama

Practical tasks:

Each group to create a mini-play in relation to their action grid determining:

- Action to be taken when faced with a violent situation at school or on the streets (the 'What')

Presenting two alternatives: a negative reaction to violence and a positive reaction to violence (the same scenario)

- Defining main characters (the 'who') and the main stakeholders that they discovered in the previous session

- Short text for dialogues

2. Did you use other materials and media, and did they work well? (e.g. video or audio clips)

We used video in the first session in the activity "Human Super-Heroes". The aim was to make children think about how can any of us become a 'super-hero' no matter what challenges they are facing.

The materials presented were in English and the project Partner helped in interpreting. Three video clips (app. 3 minutes each) were selected portraying the life or ordinary people who had a dream and persisted to pursue it despite the odds. The chosen examples were gender balanced and from different areas: music, education and sport.

Children saw first a video clip from the movie on the life of musician Ray Charles. A clip from his childhood when he lost his sight, showing his humble origins, and his mother helping him adjust and trying to make him understand that he need to be strong and help himself.



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Afterwards, trainers explained who Ray Charles was and the success he achieved. Ray Charles video was followed by short clips on the life of Malala Yousafzai and her struggle to achieve education to all girls, and another on the life of Cristiano Ronaldo from his humble family to the success as a footballer.

We also used video and photography to record the role-play activities and the song-writing exercise. Though the use of a camera was somehow disruptive as some children kept coming to ask to have their pics taken and/or take pics themselves, they were also very interested in seeing their activities recorded audio visually.

What worked and did not worked throughout the activities is summarized in the table below:

| What worked/resources | What did not worked/barriers |
|--|---|
| <p>Drawing, Role-playing, Dancing, Song writing, video recording the activities and photographs, were resources that easily engaged the children and were highly motivational.</p> <p>The clapping technique (copy the way and the intensity of my clapping) to re-engage the children when their attention was lost and they became disruptive.</p> <p>The children were the most proactive when working in small groups or in exercises involving body movement.</p> | <p>A major difficulty was the language – trainer conducted the sessions in English, and the Session Partner would then translate into the Turkish dialect spoken by the children. Even though children attend a Greek school, their knowledge of the Greek language is poor.</p> <p>Regarding the time management for all activities that were planned we noticed that the translation process added more time than we initially estimated.</p> <p>Brainstorming activities were difficult with the young children we worked with (primary school). Children were divided in 3 small groups. Each group had to have an adult supporting the discussion.</p> <p>While watching the video clips some children kept talking and it was difficult to explain and keep their attention. We needed more/different strategies to call children’s attention and keep them focused. Planned to last 20’, the activity lasted 45’. Again, it was difficult to keep children quiet and to engage them in a debate about the video clips.</p> <p>In each session we allocated 3 own staff</p> |



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| | members, and we had the support of 2 school staff members in order to implement the activities. This was due to the language barriers but also to the difficulty in keeping the children interested and focus for a period of time. |
|--|---|

3. Is there anything we should add or change in the manual?

- simplifying the evaluation forms for children and trainers
- instructions regarding activities for younger children
- more examples of activities to engage children
- breakdown of examples of activities according to different developmental stages

4. Are there other ways we could present material to make it useful to young Roma facilitators?

Audiovisual resources will surely be an added value, and more appealing than written materials.