



## If I am in a role of observer or victim

### Summary

Violence can often be encountered anywhere - in the street, at home, at school, in institution, etc. When talking about violence, we are not just talking about physical one, but also about more sophisticated and often hidden forms of violence. Exercise stimulates sensitivity to identify different forms of violence and their naming.

This activity will help students not only to identify different types of violence, but rather also to inform them about intervention processes concerning participation in violent events.

Module	Group size	Group age	Duration
• Intervention	• small • large	• 16 - 19 • 20 - 24	• 1 hour

### Purpose

- distinguish between different types of violence;
- learn, which forms of violence are more tolerated in the society and why;
- learn more about background of violent person and his reactions;
- get more information about the process of intervention in their school;

### Participants

Students, young adults, migrants

### Description

**Step 1:** Each group reads a story which includes different types of violence, also some violent actions, which the society tolerates (f. e.: remarks, harassment or rumors, neglect and so on.)

Their first task is to mark violence acts in the text and name the type (economic, sexual, physical, psychological, neglect). Second task includes their prediction about how the story could end.

**Step 2:** Trainer explains in general in what kind of circumstances can one develop his violent behaviour, why he reacts violently and on what basis he chooses his victims (Annex1-3).

On the basis of the explanation learners need to identify:

- a) who are the individuals who have already carried out the violence;
- b) potential vulnerable groups, who can be victims;
- c) possible places in and around the home (schools, youth center, etc.) where violence can be carried out;
- d) who are persons of trust (institutions, etc.) to which they can turn for help or information.

**Step 3:** Trainer presents the intervention process, which is available in their center, society or/and in the the school (Annex 4). Students read and discuss it with the trainer/teacher/youth worker. They can also demonstrate it in a role play.

At the end trainer leads a short evaluation of a role play.

1. What did you learn?
2. How this debate changed your possible point of view?
3. How will you react when you will be in the role of victim or observer?
4. How this experience could help you in the future?
5. Why is important to do something?

#### **Tasks for further trainings:**

1. Write an action plan.
2. Create and write a blog about peer violence.
3. Write an article in school newspaper about victims or observers reactions when they are involved in violence.
4. Start working as volunteer in the association which deals or/and work with victims of violence.
5. Educate for the peer or intercultural mediator.

#### **Materials needed**

Story of peer violence, flipchart , Power point presentation, evaluation sheet (optional), Annex 1-3 (optional)

#### **Methodology**

Explanation, discussion board, work with texts and videos, role play, evaluation sheet (optional), [Annex 1-3 \(optional\)](#)

#### **Advice for Trainer**

Violent behaviors that are more tolerated may need furthe explanation, why are also categorized as violent. For presentation in Step 2 trainer could use Glogster or Prezi presentation, which are more interactive.

For presentation of profile and dynamics of peer violence can be used avdio-video material, if teacher/school have it. Trainer should read and learn about peer violence, if he is not educated in that field.

#### **Source / Literature**

Adapted from Ingrid, Klemenčič.(2006) : Peer bullying; action. Internal material.

#### **Handouts**

[Annex 1](#)

[Annex 2](#)

[Annex 3](#)



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