

# Promoting a culture of non-violence and peace through **Youth as Agents** of Behavioural Change

YABC toolkit, November 2013

www.ifrc.org Saving lives, changing minds.



International Federation of Red Cross and Red Crescent Societies ••••••

The International Federation of Red Cross and Red Crescent Societies (IFRC) is the world's largest volunteer-based humanitarian network, reaching 150 million people each year through our 189 member National Societies. Together, we act before, during and after disasters and health emergencies to meet the needs and improve the lives of vulnerable people. We do so with impartiality as to nationality, race, gender, religious beliefs, class and political opinions.

Guided by Strategy 2020 – our collective plan of action to tackle the major humanitarian and development challenges of this decade – we are committed to 'saving lives and changing minds'.

Our strength lies in our volunteer network, our communitybased expertise and our independence and neutrality. We work to improve humanitarian standards, as partners in development and in response to disasters. We persuade decision-makers to act at all times in the interests of vulnerable people. The result: we enable healthy and safe communities, reduce vulnerabilities, strengthen resilience and foster a culture of peace around the world.

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### **Table of contents**

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FOREWORD	9
INTRODUCTION	10-11
ACKNOWLEDGEMENTS	12-13
TESTIMONIES	14
CONCEPTUAL FRAMEWORK OF YABC	15
CLASSIFICATION TABLE	16-19
INTEGRATION TABLE	20-23
FACILITATION AND ADAPTATION TABLE	24-27
THEMATIC ISSUES	
1. Non-discrimination and respect for diversity	
Concept paper	
Activities	
1. Two boxes	
2. Trip around the world	
3. Car park	
4. Guess who is coming to dinner	
5. Leaves, stones and candies	
Additional resources	
2. Intercultural dialogue	
Concept paper	
Activities	
6. The body secret	
7. Dance the cultural bridge	
8. Melting cooking pot	
9. Yellow + Blue = Green?!	
Additional resources	
3. Social inclusion	
Concept paper	
Activities	
10. The outsiders	
11. Human sculpture	
12. Drawing out the excluded	

13. Pieces of a puzzle	
Additional resources	
4. Gender	
Concept paper	
Activities	
14. Dancing with myself	
15 Gender box	
16. The invisible half	
17. Do as I say, not as I do	
18 Dodgeball	
Additional resources	
5. Violence prevention, mitigation and response	
Concept paper	
Activities	
19. Stop thief!	
20. Complete the image	
21. Something fishy on the island	
22. La isla bonita	
Additional resources	
6. International humanitarian law	
Concept paper	
Activities	
23. Frozen dignity	
24. Rule, rules!	
25. I do not want to go back	
26. Justice	
Additional resources	
INTRA AND INTERPERSONAL SKILLS	
1. Active listening	
Concept paper	
Activities	
1. Tell me about it!	

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	2. Into the mirror
	3. Hearsay
	4. Know it all
	5. A story of balance
	2. Empathy
	Concept paper
	Activities
	7. On stage
	8. Get out of here!
	9. Give up your
	10. Frozen pictures
	3. Critical thinking, dropping bias, and non-judgement
	Concept paper
	Activities
	10. Which is yours?
•••••	11. Labelled!
•••••	12. Building bridges
	13. Journalists
	4. Non-violent communication
	Concept paper
	Activities
	14. Position yourself!
	15. In your face
	16. I have a question
	17. Let us out
	18. The puppet show
•••••	5. Collaborative negotiation and mediation
	Concept paper
	Activities
	19. The dream come true
•••••	20. What I want
	21. Talking drum

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	ersonal resilience
C	Concept paper
I	Activities
2	23. Obstacle course
2	24. Temptation
2	25. Let's celebrate
2	26. The VIP
7. Ir	iner peace
C	Concept paper
A	Activities
2	27. Breathing empowerment
	28. Handy energy and silent sitting
2	29. The tree mirror
3	30. Mandalas
(	Qi-gong
ľ	Meditation
EDIT	CATOR MANUAL
	eer education
	What is peer education?
	Peer education theories
Į.	ABC peer education, its philosophy and added value
	ino peer caacadon, no prinosophiy and adaca varac
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2. W	That makes a good ABC peer educator?
2. W	

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### 4. Enacting peer education

Designing my ABC workshop

Designing my intervention

Additional tools

Gender and cultural sensitivity

Challenges and solutions

#### 5. Final thoughts

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#### GUIDELINES FOR PEER EDUCATORS WORKING IN COMMUNITY ENGAGEMENT

 1.	What is community engagement?
2.	Community engagement activity cycle
 3.	Example of a peer education activity

4. Final recommendations

#### PSYCHOSOCIAL SUPPORT GUIDELINES FOR TOOLKIT USERS

- 1. Integrating psychosocial support elements into YABC
- 2. Responding to distress and strengthening resilience along the YABC journey

#### ANNEXES (www.ifrc.org/yabc/toolkit)

Youth Declaration,  $8^{\rm th}$  Middle-East and North Africa Conference (April 2013)

F	Promotional brochure and video (November 2011)
H a H	RedTalk "Youth as Agents of Behavioural Change: building a culture of non-violence and peace", by Dr Katrien Beeckman, Head Principles and Values Department IFRC and Founder of YABC, script and video (July 2011)
	Special edition of the Principles and Values Department's e-newsletter (November 2009)
U a ( H a	Statements referring to YABC in international fora (such as JN Human Rights Council, UN General Assembly, UN Economic and Social Council, UN Alliance of Civilizations, International Conference on Migration and Multicultural Education, European Conference on Human Rights, Equality, Diversity and Integration, World Health Organization meeting, Gave the Children's Rewrite the Future, etc.)
6 (	Skills and values-based education to foster a culture of peace and non-violence", Katrien Beeckman, in Education for Global Citizenship, Education Above All, Qatar Foundation Publishing Center, 2012, pp. 149-164.
YAB	C programming, monitoring and evaluation tools
	Activity Pack for integrating Red Cross Red Crescent Principles and Values (by IFRC North Africa Regional Office)
r r	FRC project and programme planning guidance manual, nonitoring and evaluation guide, baseline basics, planning, nonitoring, evaluation and reporting pocket guide, and overview of the Participatory Project Review
ľ	ESDinds project: The Development of Indicators and Assessment Tools for Civil Society Organizations Projects Promoting Values-based Education for Sustainable Development (Resources)
	CDC Evaluation for Improvement: A Seven-step Empowerment Evaluation Approach for Violence Prevention Organizations
	The 'Most Significant Change' (MSC) Technique: A Guide to Its Use
	<b>C global impact study</b> (report and executive summary)

### Foreword

Discrimination, exclusion and violence undermine safety, health and human potential, and deepen social differences. Addressing these humanitarian challenges is of vital importance for the International Federation of Red Cross and Red Crescent Societies (IFRC). In accordance with the IFRC *Strategy* 2020, we promote a culture of non-violence and peace in all aspects of our humanitarian and development efforts.

Discrimination, exclusion and violence share common root causes which need to be addressed through holistic solutions requiring a change of mindset, attitudes and behaviours. Rather than focus on differences, we need to connect on the basis of our common humanity and value diversity and pluralism. We need to shift from resorting to violence when feeling threatened to engaging in constructive dialogue.

Through our 13 million volunteers worldwide who promote social inclusion and cohesiveness at the community level (including at schools), and as a partner with a united voice at the global level, the IFRC is uniquely positioned to support a culture of nonviolence and peace. Also, Red Cross Red Crescent youth explicitly expressed their commitment to "inner change and the development of skills to promote harmony and positive attitudes within communities; to live the seven Fundamental Principles as agents of behavioural change in their communities; to renounce violence, promote respect for diversity and a culture of peace in the world" (2009 Youth Declaration, Solferino).

While being disproportionately affected by violence, discrimination and exclusion, youth and children also have tremendous capacity to build a culture of non-violence and peace. They need to be empowered to support and even lead the process. As emphasized in the education pledge (P-2116) submitted to the 31<sup>st</sup> International Conference of the Red Cross and Red Crescent in 2011, skills- and values-based education for peace, in formal and non-formal settings, is an essential tool in this regard. This type of education enables learners to interact constructively and practise living together harmoniously. Its incorporation into formal school curricula at the earliest stage needs to be a global and local priority.

**Youth as Agents of Behavioural Change (YABC)** is the IFRC's flagship initiative on the promotion of a culture of non-violence and peace, through which youth are empowered to be ethical leaders and role models for respect for diversity, gender equality, intercultural dialogue and social inclusion.

The YABC toolkit is a contribution towards education for global citizenship and humanitarian education. I am particularly grateful to the hundreds of young people whose hard work and dedication have been crucial to the development of it. It is my hope that the YABC toolkit will help guide those dedicated to building a safer, more equitable and peaceful world.

**Bekele Geleta** Secretary General

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### Introduction

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"Saving Lives, Changing Minds". This is the slogan of the International Federation of Red Cross and Red Crescent Societies' (IFRC) *Strategy 2020*. In this, **the promotion of a culture of non-violence and peace and social inclusion** is one the three strategic top priorities for our 189 National Society members and its secretariat.

The promotion of a culture of non-violence and peace is not an end goal: it is an **on-going process**. It is about creating an enabling environment for constructive dialogue and finding solutions to problems and tensions, without fear of violence, through a process in which everyone is valued and able to participate. It is, in essence, about nurturing human values, such as respect for diversity, equality, mutual understand-ing, solidarity, responsibility, cooperation, integrity and inclusion.

The Youth as Agents of Behavioural Change (YABC) initiative is about Changing Minds by **starting with inner change**. It is first about fostering self-awareness, self-reflection and personal transformation as the key to inspiring a change of mind-sets, attitudes and behaviours in our families, communities and in our world. Beyond youth, YABC is about engaging in a lifelong self-learning and self-improvement process where flaws or failures are viewed as the 'silver lining' to enhancing personal resilience and transformed into humility and growth.

YABC is about Changing Minds **through ethical leadership** or role-modelling the culture of non-violence and peace we want to see in the world. With this objective, YABC focuses on the development of intra and interpersonal skills to translate inner change of mindsets and attitudes into behavioural change. Critical thinking, dropping bias, collaborative negotiation, mediation and enhancing personal resilience are some of these fundamental skills.

YABC values youth as the sowers of the seeds of change and pursues **youth em-powerment**. Over the past four years, Red Cross Red Crescent youth from all over the world have been field-testing the 56 games, role plays and other activities of this toolkit with endless energy and selfless dedication. This final version includes the lessons learnt from their biggest successes and their biggest failures, as well as from the challenges they faced on this journey.

YABC is about Changing Minds by **touching hearts**. Its learning methodology is experiential and its entry point for learning non-cognitive as it connects to learners' hearts, feelings and life experience. YABC activities are set to move learners out of their comfort zone, while, at the same time, creating a safe and respectful environment, and to help them reconnect with their self and our common humanity.

YABC values **learning from within and an open-ended approach to learning**, where the learner is not told what to think or do, but rather develops his or her own position and commitment through critical reflection and exchange of ideas with peers. It is up to the learner to determine what action or voluntary service can meaningfully put his or her learning into practice and benefit one's family, community or the world. YABC has been appreciated as innovative, engaging and transformational, by teachers, school principals, learners aged 12 and above, and their families in those countries, such as in Colombia, France, Ghana, Lebanon or Pakistan, where Red Cross Red Crescent youth have received the opportunity to bring the YABC toolkit activities into schools. It is a contribution towards **education for global citizenship** and humanitarian education.

Red Cross Red Crescent is operational thanks to its millions of grass-roots volunteers, and therefore being anchored in and relevant for the local community is of the utmost essence. With this objective and **to enhance its cross-cultural applicability**, a dozen youth from different cultures, religions and backgrounds participated in the initial shaping of the toolkit activities, which are also based on or inspired by 360 existing Red Cross Red Crescent materials from all over the world.

Genuine and sustainable change comes from within the community. Therefore, freedom of choice and ownership of the community of any process and solution are fundamental, and prior to that, the need for Agents of Behavioural Change to develop essential skills, such as active listening, empathy, non-judgement, non-violent communication and operating from a state of inner peace, to **create spaces of trust**. Creative and artistic platforms, such as theatre, music, art, dance and sports, are also privileged ways of reaching out to and engaging the communities with YABC.

Created in 2008, YABC has seen exponential growth. As a global network of YABC peer educators present in 113 National Societies of the Red Cross Red Crescent today, it is time to do more and reach further... beyond Red Cross Red Crescent. We want to partner with like-minded networks, organizations and movements and offer YABC peer educator trainings to all youth and young adults interested in becoming sowers of the seeds of behavioural change within themselves, their families, communities or the world. The toolkit's table of contents is an appetizer of what you can expect in this five-day interactive and most exciting training!

Welcome to the YABC toolkit!

Whether a member of the youth or not, Red Cross Red Crescent or not, no matter your gender, religion or culture - be welcome and proud of joining this fabulous journey of personal transformation, so that you can make a difference and contribute to our planet becoming the peaceful place we wish our children to grow up and live in!

**Dr Katrien Beeckman** Founder of the YABC initiative Head, Principles and Values Department International Federation of Red Cross and Red Crescent Societies

(11)

### Acknowledgements

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#### For their creativity, hard work and dedication:

• the global network of YABC peer educators and trainers

#### For their active contribution and ongoing support:

• volunteers, staff and leaders of:

Afghanistan Red Crescent, Algerian Red Crescent, American Red Cross, Andorran Red Cross, Antigua and Barbuda Red Cross, Armenian Red Crescent Society, Australian Red Cross, Bahrain Red Crescent Society, Bangladesh Red Crescent Society, Belgian Red Cross, Belize Red Cross Society, Bolivian Red Cross, British Red Cross, Bulgarian Red Cross, Cameroon Red Cross Society, Chilean Red Cross, Colombian Red Cross Society, Cook Islands Red Cross Society, Costa Rican Red Cross, Croatian Red Cross, Cuban Red Cross, Danish Red Cross, Dominican Red Cross, Egyptian Red Crescent Society, Fiji Red Cross Society, Finnish Red Cross, French Red Cross, German Red Cross, Ghana Red Cross Society, Grenada Red Cross Society, Guatemalan Red Cross, Haitian Red Cross Society, Honduran Red Cross, Indian Red Cross Society, Indonesian Red Cross Society, Iraqi Red Crescent Society, Irish Red Cross Society, Italian Red Cross, Jamaica Red Cross, Japanese Red Cross Society, Jordan National Red Crescent Society, Kazakh Red Crescent, Kiribati Red Cross Society, Lebanese Red Cross, Lesotho Red Cross Society, Liberian Red Cross Society, Libyan Red Crescent, Magen David Adom in Israel, Malagasy Red Cross Society, Malawi Red Cross Society, Malaysian Red Crescent Society, Mali Red Cross, Maldivian Red Crescent, Malta Red Cross Society, Mauritanian Red Crescent, Mauritius Red Cross Society, Mexican Red Cross, Micronesia Red Cross, Mongolian Red Cross Society, Moroccan Red Crescent, Myanmar Red Cross Society, Nepal Red Cross Society, New Zealand Red Cross, Nicaraguan Red Cross, Pakistan Red Crescent Society, Palau Red Cross Society, Papua New Guinea Red Cross Society, Peruvian Red Cross, Portuguese Red Cross, Qatar Red Crescent Society, Red Crescent Society of Kyrgyzstan, Red Crescent Society of Turkmenistan, Red Cross of Monaco, Red Cross Society of China, Red Cross Society of Côte d'Ivoire, Red Cross Society of Eritrea, Red Cross Society of Georgia, Red Cross Society of Niger, Red Cross Society of Panama, Romanian Red Cross, Saint Vincent and the Grenadines Red Cross, Salvadorean Red Cross Society, Samoa Red Cross Society, Saudi Arabian Red Crescent Society, Senegalese Red Cross Society, Seychelles Red Cross Society, Sierra Leone Red Cross Society, Singapore Red Cross Society, Slovenian Red Cross, Spanish Red Cross, Suriname Red Cross, Swedish Red Cross, Swiss Red Cross, Syrian Arab Red Crescent, The Bahamas Red Cross Society, The Barbados Red Cross Society, The Canadian Red Cross Society, The Comoros Red Crescent, The Gambia Red Cross Society, The Guyana Red Cross Society, The Netherlands Red Cross, The Palestine Red Crescent Society, The Philippine National Red Cross, The Red Cross of Serbia, The Red Cross of The Former Yugoslav Republic of Macedonia, The Red Cross Society of Bosnia and Herzegovina, The Republic of Korea National Red Cross, The Solomon Islands Red Cross, The South African Red Cross Society, The Sri Lanka Red Cross Society, The Thai Red Cross Society, The Trinidad and Tobago Red Cross Society, The Uganda Red Cross Society, Timor Leste Red Cross Society, Togolese Red Cross, Tonga Red Cross Society, Tunisian Red Crescent, Tuvalu Red Cross Society, Uruguayan Red Cross, Vanuatu Red Cross Society, Yemen Red Crescent Society, the Centre for the Cooperation in the Mediterranean and the IFRC Youth Commission.

#### For their inspiring materials used to develop some of the YABC toolkit activities:

• Arigatou Foundation, Engenderhealth, European Union, Foundation for Developing Compassion and Wisdom, Institute for Peace Building, Oxfam, Spanish Youth Council, UNAOC, UNICEF and UNESCO



### **Testimonies**

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### How YABC activities have impacted individuals...

"This experience has been a turning point for me as I changed a lot in a very short period of time. Without this training, it would have taken me a life time to understand these issues and change myself."

"When in YABC one accepts to get out of one's comfort zone and to 'look into the mirror', a whole new world of constant learning and self-discovery opens up as we allow ourselves to feel what is to feel, to critically look at ourselves and to question our perceptions and reactions as much as those of others towards us. This enables us to analyse the way we function and interact with others. For me, YABC seeks to help us access our true self and opens the door for personal transformation towards integrity and humility as well as peaceful interaction and harmonious coexistence with those around us."

"People are used to saying 'This is man's work; women should stay home doing the housework and men should bring home money'. Perhaps we cannot be equal physically because of different strengths but we can be equal in our minds. [...] The YABC initiative is about freedom of life: it empowers people to live free, think, express and make conclusions by themselves."

"This training truly opened my eyes on the cultural and societal norms that influence an individual as well as on the mechanisms of stigmatisation, discrimination and social exclusion. In the past for example, I had violently pushed and forced a friend of mine who is gay to act like a man and I deeply regret it now."

"I was the kind of person who discriminated against some people like those infected by HIV, and now my mind is totally changed. This training brought a change in me as well as in my behaviour towards others."

"Tree is life, grows with love, values are in roots, leaves are above. Trunk grows tall, distributes everywhere, nourishment for all, never loses care. Yellow or green, soft or hard, leaves are the same, they are all in the heart, However they differ, together forever."

## **Conceptual framework of YABC**

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The Fundamental Principles of the International Red Cross and Red Crescent Movement	Components	Humanitarian values	Intra and interpersonal skills	
Humanity	<ul> <li>Alleviate and prevent suffering</li> <li>Protect life and health</li> <li>Assure respect for and protection of the individual</li> </ul>	<ul> <li>Active goodwill and care</li> <li>Human dignity and well-being</li> <li>Mutual understanding</li> </ul>	Empathy	
Impartiality	<ul> <li>Non-discrimination</li> <li>Actions are solely guided by needs, proportional to the degree of suffering and prioritized on the basis of urgency</li> <li>No individual action or decision on the basis of prejudice or personal preference</li> </ul>	<ul> <li>and peace</li> <li>Equality</li> <li>Respect for diversity</li> <li>Objectivity and openness</li> </ul>	Active listening Critical thinking Dropping bias	
Neutrality	<ul> <li>No taking sides in armed conflicts</li> <li>No engagement in controversies of a political, racial, religious or ideological nature</li> </ul>	<ul> <li>Confidence (trust)</li> <li>Self-control and discipline</li> <li>Freedom of action and objectivity</li> </ul>	Non-judgement	
Independence	<ul> <li>Not letting political, economic, social, religious, financial or public pressure interfere or dictate the Red Cross Red Crescent line of action or position</li> <li>Auxiliary to public authorities</li> <li>Maintain autonomy to be able to act in accordance with the Fundamental Principles</li> </ul>	<ul> <li>Sovereignty</li> <li>Cooperation</li> <li>Freedom of action and confidence</li> </ul>	Non-violent communication Collaborative negotiation Mediation	
Voluntary service	<ul> <li>Freely accepted commitment</li> <li>No desire for gain</li> <li>Selflessness</li> </ul>	<ul> <li>Spirit of altruism and generosity</li> <li>Spirit of service</li> <li>Spirit of responsibility and discipline</li> </ul>	Enhancing personal resilience	
Unity	<ul><li>One National Society per country</li><li>Open to all</li><li>Active in entire country</li></ul>	<ul><li>Harmony and cohesion</li><li>Diversity and pluralism</li><li>Confidence</li></ul>		
Universality	<ul><li>Universal vocation</li><li>Equality of National Societies</li><li>Solidarity</li></ul>	<ul> <li>Openness to all in the world</li> <li>Cooperation</li> <li>Mutual assistance</li> </ul>	Operating from a state of inner peace	

YABC is grounded in the Fundamental Principles of the International Red Cross and Red Crescent Movement and their underpinning humanitarian values. Its core is the development of intra and interpersonal skills through which we can live these principles and values and, by doing so, inspire a change of mindsets, attitudes and behaviours aligned with a culture of non-violence and peace.

### **Classification table**

·······				THEMATIC ISSUES					
			ACTIVITIES	1. Non- discrimination and respect for diversity	2. Intercultural dialogue	3. Social inclusion	4. Gender	5. Violence prevention, mitigation and response	6. International Humanitarian Law
	and y	1	Two boxes	$\checkmark$					
	nation iversit	2	Trip around the world	$\checkmark$					
	crimir for di	3	Car park						
	1. Non-discrimination and respect for diversity	4	Guess who is coming to dinner						
	1. Nc re	5	Leaves, stones or candies	$\checkmark$					
	al	6	The body secret						
	2. Intercultural dialogue	7	Dance the cultural bridge	$\checkmark$					
	Intero dialo	8	Melting cooking pot						
	2.	9	Yellow + Blue = Green ?!						
	ion	10	The outsiders	√					
	Social inclusion	11	Human sculpture						
JES	ocial i	12	Drawing out the excluded						
THEMATIC ISSUES	3. S	13	Pieces of a puzzle	$\checkmark$					
MAT!		14	Dancing with myself						
THF	er	15	Gender box	$\checkmark$					
	4. Gender	16	The invisible half						
	4.	17	Do as I say, not as I do						
		18	Dodgeball						
	ation	19	Stop thief!	√					
	lence mitig	20	Complete the image	√					
	5. Violence prevention, mitigation and response	21	Something fishy on the island						
	preve	22	La isla bonita						
	al .aw	23	Frozen dignity						
	ation arian l	24	Rule, Rules!						
	6. International humanitarian law	25	I do not want to go back						
	6. hun	26	Justice						
			<u> </u>	·					

	INTRA AND INTER-PERSONAL SKILLS								
1. Active listening	2. Empathy	3. Critical thinking, dropping bias, and non-judgement	4. Non-violent communication	5. Collaborative negotiation and mediation	6. Personal resilience	7. Inner peace			
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				THEMATIC ISSUES						
			ACTIVITIES	1. Non- discrimination and respect for diversity	2. Intercultural dialogue	3. Social inclusion	4. Gender	5. Violence prevention, mitigation and response	6. International Humanitarian Law	
	18	1	Tell me about it!			$\checkmark$				
	tenir	2	Into the mirror			$\checkmark$				
	1. Active listening	3	Hearsay			$\checkmark$				
	Activ	4	Know it all	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$		
	1.	5	A story of balance		$\checkmark$	$\checkmark$				
	2	6	On stage			$\checkmark$				
	path	7	Get out of here!			$\checkmark$				
	2. Empathy	8	Give up your		$\checkmark$	$\checkmark$				
	N	9	Frozen pictures		$\checkmark$	$\checkmark$				
	ing, and at	10	Which is yours?			$\checkmark$				
	<ol> <li>Critical thinking, dropping bias, and non-judgement</li> </ol>	11	Labelled!	√		V				
ILLS	itical pping n-jud	12	Building bridges			$\checkmark$				
INTRA AND INTER-PERSONAL SKILLS	3. Cı drop no	13	Journalists	√	√	V				
SONA	-	14	Position yourself	√	V	√	√			
PERS	olent atior	15	In your face	√	V	√	√			
TER-	Non-violent nmunication	16	I have a question			$\checkmark$				
	4. Non-violent communication	17	Let us out			$\checkmark$				
A AN		18	The puppet show			$\checkmark$				
INTR	ive and	19	The dream come true	$\checkmark$		$\checkmark$				
	borativ iion aı ation	20	What I want			$\checkmark$				
	5. Collaborative negotiation and mediation	21	Talking drum			$\checkmark$				
	5. ( neg	22	Trouble in the village	$\checkmark$	$\checkmark$	$\checkmark$				
	-	23	Obstacle course							
	sona ience	24	Temptation					$\checkmark$		
	6. Personal resilience	25	Let's celebrate!					$\checkmark$		
	Ű	26	The VIP					$\checkmark$		
	e,	27	Breathing empowerment					$\checkmark$		
	7. Inner peace	28	Handy energy and silent sitting	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$			
	. Inn	29	The tree mirror	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$			
		30	Mandalas							

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INTRA AND INTER-PERSONAL SKILLS								
1. Active listening	2. Empathy	3. Critical thinking, dropping bias, and non-judgement	4. Non-violent communication	5. Collaborative negotiation and mediation	6. Personal resilience	7. Inner peace		
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		√			$\checkmark$			
	√	√	$\checkmark$					
-	√				$\checkmark$	$\checkmark$		
						$\checkmark$		
$\checkmark$	$\checkmark$	$\checkmark$			$\checkmark$	$\checkmark$		
		√						

### **Integration table**

							HEALTH	I AND SOCIA	L SERVICES				
			ACTIVITIES	Blood donation	Diseases	Emergencies	First aid	Harm reduction	Psychosocial support				
-		1	Two boxes	$\checkmark$	√		V						
ı- atior	n- ation ict fo		Trip around the world	√			V						
1. Non- criminat	l respect diversity	3	Car park	√			$\checkmark$						
1. liscri	sib		Guess who is coming to dinner										
	ື	5	Leaves, stones or candies	√					Psychosocial supportx $\checkmark$ $\bullet$ $\checkmark$ $\bullet$ $\checkmark$ $\bullet$ $\checkmark$ $\bullet$ $\checkmark$ $\bullet$ $\checkmark$ $\bullet$ <				
Iral		6	The body secret	√		$\checkmark$	$\checkmark$						
cultu	dialogue	7	Dance the cultural bridge		$\checkmark$				V V				
2. Intercultural	dialc	8	Melting cooking pot					reduction       support $\checkmark$					
2. I		9	Yellow + Blue = Green ?!			$\checkmark$		Harm reductionPsychosocial support $\checkmark$					
		10	The outsiders		$\checkmark$			√√					
sUES 3. Social													
SUES 3. St	inclu	12	Drawing out the excluded		$\checkmark$		$\begin{array}{ c c c c c }\hline & & & & & & & \\ \hline & & & & & & \\ \hline & & & &$						
C IS		13	Pieces of a puzzle	√ √ √									
THEMATIC ISSUES	14		Dancing with myself		$\checkmark$	$\checkmark$							
THEN.	ler	15	Gender box		$\checkmark$								
	4. Gender	16	The invisible half					$\begin{array}{c ccccccccccccccccccccccccccccccccccc$					
	4	17	Do as I say, not as I do		$\checkmark$		$\checkmark$						
		18	Dodgeball		$\checkmark$			$\begin{array}{c c} & & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & & \\ & & & \\ & & & & \\ & & & & \\ & & & \\ & & & \\ & & & & \\ & & & \\ & & & & \\ & & & \\ & & & & \\ & & & \\ & & & & \\ & & & \\ & & & & \\ & & & \\ & & & \\ & & & & \\ &$					
ہ ج	puq	19	Stop thief!										
5. Violence prevention,	mitigation and response	20	Complete the image		$\checkmark$								
i. Vio reve	tigat resp	21	Something fishy on the island	$\checkmark$			$\checkmark$						
U D	nii Liu	22	La isla bonita										
al	an	23	Frozen dignity				$\checkmark$						
i. ation	anitari law	24	Rules, Rule!	$\checkmark$			$\checkmark$						
6. International	humanitarian law	25	I do not want to go back			$\checkmark$	$\checkmark$						
L L	hu	26	Justice										

POTENTIAL AREAS OF INTEGRATION							
		DISASTER MAN		MIGRATION			
Road safety	Water, sanitation and hygiene promotion	Preparedness (risk reduction, food security, nutrition and livelihoods, vulnerability and capacity assessment, etc.)	Response (relief, shelter and settlement, tracing and restoring family links, etc.)	Recovery			
		$\checkmark$	$\checkmark$		$\checkmark$		
		$\checkmark$	$\checkmark$		$\checkmark$		
		$\checkmark$	$\checkmark$		$\checkmark$		
		$\checkmark$					
	$\checkmark$	$\checkmark$					
		$\checkmark$	$\checkmark$				
		$\checkmark$					
	$\checkmark$	$\checkmark$	$\checkmark$				
		$\checkmark$	$\checkmark$				
		$\checkmark$					
		$\checkmark$	$\checkmark$				
		$\checkmark$					
		$\checkmark$					
		$\checkmark$	$\checkmark$				
		$\checkmark$		$\checkmark$			
	$\checkmark$	$\checkmark$		√			
	√	$\checkmark$	$\checkmark$				
		$\checkmark$	$\checkmark$				
	$\checkmark$	$\checkmark$	$\checkmark$				
	$\checkmark$	$\checkmark$	√	√			
	$\checkmark$	$\checkmark$	$\checkmark$	√			
		$\checkmark$	$\checkmark$				
	$\checkmark$	$\checkmark$					
		$\checkmark$					
			$\checkmark$				

							HEALTH	I AND SOCIA	L SERVICES		
			ACTIVITIES	Blood donation	Diseases	Emergencies	First aid	Harm reduction	Psychosocial support		
	ng	1	Tell me about it!	$\checkmark$	√						
	steni	2	Into the mirror		$\checkmark$	$\checkmark$		$\checkmark$			
	ve lis	3	Hearsay		$\checkmark$	$\checkmark$			$\checkmark$		
	1. Active listening	4	Know it all		$\checkmark$	$\checkmark$					
	1	5	A story of balance	√	√	√	$\checkmark$	√	$\checkmark$		
	ĥ	6	On stage	$\checkmark$	$\checkmark$	$\checkmark$		$\checkmark$			
	2. Empathy		Get out of here!	$\checkmark$		$\checkmark$		$\checkmark$	$\checkmark$		
			Give up your	√		√			$\checkmark$		
	0	9	Frozen pictures	√		$\checkmark$		Harm reductionPsychosocial support $$			
	ing, and ent	10	Which is yours?	√	√	√	V				
	think bias, Igeme	11	Labelled!	√	√	√	V	reduction         support $\checkmark$ <td< td=""><td><math>\checkmark</math></td></td<>	$\checkmark$		
INTRA AND INTER-PERSONAL SKILLS	3. Critical thinking, dropping bias, and non-judgement	12	Building bridges	√	√						
NAL S	3. C dro no	13	Journalists			√					
RSO	t to		Position yourself	√		$\checkmark$		√			
R-PE	olen catio	15	In your face			√		√			
INTE	4. Non-violent communication	16	I have a question		$\checkmark$				$\checkmark$		
QN	4. Nc	17	Let us out			$\checkmark$	$\checkmark$	$\checkmark$			
RA A		18	The puppet show								
INI	ive	19	The dream come true			$\checkmark$					
	oorative ion and ation	20	What I want								
	5. Collabc negotiatic mediat	21	Talking drum					$$ $$			
	5. ne	22	Trouble in the village	$\checkmark$							
	-	23	Obstacle course		$\checkmark$						
	6. Personal resilience	24	Temptation	√	$\checkmark$			V			
	. Per: resili	25	Let's celebrate!		$\checkmark$			$\begin{array}{c c c c c c c } & & & & & & & & \\ \hline & & & & & & & & \\ \hline & & & &$			
	9	26	The VIP					√			
	e	27	Breathing empowerment		$\checkmark$	V					
	r pea	28	Handy energy and silent sitting		$\checkmark$			V			
	7. Inner peace	29	The tree mirror								
	7.1	30	Mandalas								

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POTEN	POTENTIAL AREAS OF INTEGRATION							
		DISASTER MAN	MIGRATION					
Road safety	Water, sanitation and hygiene promotion	Preparedness (risk reduction, food security, nutrition and livelihoods, vulnerability and capacity assessment, etc.)	Response (relief, shelter and settlement, tracing and restoring family links, etc.)	Recovery				
		$\checkmark$	$\checkmark$	$\checkmark$				
		$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$			
		$\checkmark$	√	√				
	√	$\checkmark$	√	$\checkmark$	√			
	√	$\checkmark$	√	√	√			
		√	√		√			
		√	$\checkmark$					
		√	$\checkmark$	√	√			
		√	$\checkmark$		$\checkmark$			
		$\checkmark$	$\checkmark$	√	√			
		$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$			
		$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$			
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		$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$			
		$\checkmark$		$\checkmark$				
		$\checkmark$		√				

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### **Facilitation and adaptation table**

			ACTIVITIES
	- 2	1	Two boxes
	r- ation ct fo: ty	2	Trip around the world
	1. Non- criminati å respect diversity	3	Car park
	1. Non- discrimination and respect for diversity	4	Guess who is coming to dinner
	5 G	5	Leaves, stones or candies
	Iral	6	The body secret
	cultu ogue	7	Dance the cultural bridge
	2. Intercultural dialogue	8	Melting cooking pot
	2. I	9	Yellow + Blue = Green ?!
	3. Social inclusion	10	The outsiders
.0		11	Human sculpture
THEMATIC ISSUES		12	Drawing out the excluded
CIS		13	Pieces of a puzzle
<b>MATI</b>		14	Dancing with myself
THEN	ler	15	Gender box
	4. Gender	16	The invisible half
	4.	17	Do as I say, not as I do
		18	Dodgeball
	e n,	19	Stop thief!
	lenc ntioi ion a onse	20	Complete the image
	5. Violence prevention, mitigation and response	21	Something fishy on the island
	, p	22	La isla bonita
	lan	23	Frozen dignity
	6. matior anitari law	24	Rule, Rules!
	6. International humanitarian law	25	I do not want to go back
	Ir hı	26	Justice

FACILITATION COMPLEXITY, PSYCHOSOCIAL RISK AND POSSIBLE ADAPTATION TO DIFFERENT AGE GROUPS*								
Estimated level of	Potential degree of	Adaptable for						
technical difficulty	emotional intensity	5-11 years old	12-17 years old	18-30 years old	30+ years old			
Low	Low	√	√	√	√			
Low	Average	$\checkmark$	$\checkmark$	$\checkmark$				
Average	High	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$			
Average	Average	$\checkmark$	$\checkmark$	$\checkmark$				
Average	Average	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$			
Low	Average	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$			
Low	Low	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$			
Average	Average	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$			
High	High		$\checkmark$	$\checkmark$	$\checkmark$			
Low	Average	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$			
Low	Average	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$			
Average	High	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$			
Average	Average	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$			
High	High		$\checkmark$	$\checkmark$	$\checkmark$			
Average	Average	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$			
Low	Average	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$			
Low	High	$\checkmark$	$\checkmark$	$\checkmark$				
Average	Average	$\checkmark$	$\checkmark$	$\checkmark$				
Average	Average	$\checkmark$	$\checkmark$	$\checkmark$				
Average	Average	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$			
High	High		$\checkmark$	$\checkmark$	$\checkmark$			
Average	High	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$			
Average	High	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$			
Average	High	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$			
Average	High	$\checkmark$	$\checkmark$	$\checkmark$				
Average	High	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$			

25

#### ACTIVITIES

	ng	1	Tell me about it!
	1. Active listening	2	Into the mirror
	ve lis	3	Hearsay
	Activ	4	Know it all
	1.	5	A story of balance
	ý	6	On stage
	path	7	Get out of here!
	2. Empathy	8	Give up your
	N	9	Frozen pictures
	l as, it	10	Which is yours?
S	<ol> <li>Critical thinking, dropping bias, and non- judgement</li> </ol>	11	Labelled!
KILL	8. Cri chink ppin and 1 and 1	12	Building bridges
INTRA AND INTER-PERSONAL SKILLS	dro	13	Journalists
SON		14	Position yourself
-PER	4. Non-violent communication	15	In your face
TER		16	I have a question
N Q		17	Let us out
A AN		18	The puppet show
NTR		19	The dream come true
	abor nego n an ation	20	What I want
	5. Collabora- tive nego- tiation and mediation	21	Talking drum
	, t t .	22	Trouble in the village
		23	Obstacle course
	sona	24	Temptation
	6. Personal resilience	25	Let's celebrate!
	0 -	26	The VIP
	ace	27	Breathing empowerment
	7. Inner peace	28	Handy energy and silent sitting
	Inne	29	The tree mirror
	7.1	30	Mandalas

\* This table is indicative and may need to be reviewed according to the specificities of the local culture and context.

FACILITATION COMPLEXITY, PSYCHOSOCIAL RISK AND POSSIBLE ADAPTATION TO DIFFERENT AGE GROUPS*								
Estimated level of	Potential degree of	Adaptable for						
technical difficulty	emotional intensity	5-11 years old	12-17 years old	18-30 years old	30+ years old			
Low	Low	√	√	$\checkmark$				
Low	Low	√	√	$\checkmark$				
Average	Low	√	√					
Average	Average	√	√	√				
Average	Average	√	√	$\checkmark$				
Average	Average	√	√	√				
Low	High	√	√	$\checkmark$	$\checkmark$			
Low	High	√	√					
Average	Average	√	√	$\checkmark$				
Low	Low	√	√	$\checkmark$				
Low	High	√	√	$\checkmark$				
High	High		√	√				
Average	Average	√	√	√				
Average	High	√	√	$\checkmark$				
High	High		√	$\checkmark$	$\checkmark$			
Average	Average	√	√	$\checkmark$	$\checkmark$			
Average	Average	√	√	$\checkmark$				
Average	Average	√	√	√				
Average	Low	√	√	$\checkmark$	$\checkmark$			
Average	Low	√	√	$\checkmark$				
High	Average		√	√				
High	Average		√	√				
Low	Average	√	√	$\checkmark$				
Low	Low	√	√	$\checkmark$				
Average	Average		√	$\checkmark$				
Average	High	√	√	$\checkmark$				
Average	Low	√	√					
Average	Average	√	√	$\checkmark$				
Low	Average	√	√	$\checkmark$				
Low	Low	√	√	$\checkmark$	$\checkmark$			





The Fundamental Principles of the International Red Cross and Red Crescent Movement

**Humanity** The International Red Cross and Red Crescent Movement, born of a desire to bring assistance without discrimination to the wounded on the battlefield, endeavours, in its international and national capacity, to prevent and alleviate human suffering wherever it may be found. Its purpose is to protect life and health and to ensure respect for the human being. It promotes mutual understanding, friendship, cooperation and lasting peace amongst all peoples.

**Impartiality** It makes no discrimination as to nationality, race, religious beliefs, class or political opinions. It endeavours to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress.

**Neutrality** In order to enjoy the confidence of all, the Movement may not take sides in hostilities or engage at any time in controversies of a political, racial, religious or ideological nature.

**Independence** The Movement is independent. The National Societies, while auxiliaries in the humanitarian services of their governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able at all times to act in accordance with the principles of the Movement.

**Voluntary service** It is a voluntary relief movement not prompted in any manner by desire for gain.

**Unity** There can be only one Red Cross or Red Crescent Society in any one country. It must be open to all. It must carry on its humanitarian work throughout its territory.

**Universality** The International Red Cross and Red Crescent Movement, in which all societies have equal status and share equal responsibilities and duties in helping each other, is worldwide.

**Youth as Agents of Behavioural Change** (YABC) is the IFRC's flagship initiative to promote a culture of non-violence and peace through youth empowerment, created in 2008.

This **YABC toolkit** was developed with a culturally diverse group of Red Cross Red Crescent youth volunteers and staff and field-tested by YABC trained peer educators for four years all over the globe before being crystallized into its current shape.

It contains non-cognitive, experiential and transformational learning activities, concept papers and practical guidance to develop, practise and role-model humanitarian values and skills.

The YABC toolkit activities are intended to spark off a self-owned process of reflection and inner change, as a prior step to becoming an agent of change in one's community through ethical leadership, trust and freedom of choice.

If you have not benefited from a **YABC peer educator training**, we sincerely invite you to do so, as this will enable you to plant the seed of inner change and transmit it to others, in the true spirit and energy of YABC and with the impact it has brought to its trainees, their friends, family and community.

For more information, contact: <u>yabc.rcrc@ifrc.org</u> or consult: <u>www.ifrc.org/yabc</u>

Change comes from within. Change yourself and act!

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