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KA205 Strategic
Partnership for Youth

**Educating New Generations
In building a
Non-radicalised Environment
–
ENGINE**

2019-3-FR02-KA205-016604



Context

Educating New Generations In building a Non-radicalised Environment (ENGINE) is a 24 months strategic partnership for innovation in the field of Youth aimed at empowering youth and social workers/operators who work with young people at risk of radicalisation, equipping them with efficient instruments and methodologies aimed at fostering critical thinking as well as preventing radicalisation phenomenon.

"Youth radicalisation and the associated use of violence have become a growing issue of concern in Europe and its neighbouring regions. There has been a notable **increase in hate speech, incidence of hate crimes and attacks on migrants and refugees, propaganda and violent xenophobia**, as well as a rise in religious and political extremism and in terrorist attacks in Europe and its neighbouring regions."

"All of these emerging concerns have highlighted the need to **work with young people in order to identify and address the root causes of extremism and prevent their radicalisation**, as well as strengthen young people's resilience, prevent marginalisation, promote equality, emphasise alternatives and reinforce the cohesion of communities in which they live." (Youth Work Against Violent Radicalisation, 2017 – Partnership between the European Commission and the Council of Europe in the field of youth). The publication underlined the limited impact of youth work within the wider social, political and economic context, the lack of in-depth understanding of the phenomena of violent radicalisation, and the **need for further training and networking as well as the necessity of devising new approaches to working on the topic.**

ENGINE project is based on the European Commission recommendation "For Member States to increase awareness and skills among youth workers and other professionals working with children and young people and involved in non-formal learning activities" included in the 2.7. section "Education and social inclusion" of the "High-Level Commission Expert Group on Radicalisation (HLCEG-R) Final Report" (18 May 2018). ENGINE will explore the potential of **Non Formal Education combined with Forum Theatre and Critical Thinking Methodology** as a new pedagogical instrument aimed at **preventing radicalisation among youth.**



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Training Format



ENGINE Training Format on youth radicalisation prevention will be an educational format directed at **youth workers and trainers active in youth education**.

The format training course will capitalise on the value of instruments such as **Forum Theatre, Media Literacy and Digital Storytelling** to empower youth workers/trainers with adequate and efficient methodologies targeted at youth education

Elements of innovation



In methodological terms, **Forum Theatre** uses theatre to achieve social aims. It is a form of theatre that encourages audience interaction and explores different options for dealing with a problem or issue. Its strategy breaks through the barrier between performers and audience, putting them on an equal footing. It enables participants to try out courses of action which could be applicable to their everyday lives.

Media Literacy provides a framework to access, analyse, evaluate, create and participate with messages in a variety of forms and builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy. Media Education aims to foster not simply critical thinking/intelligence, but critical autonomy.

The uses of **Digital Storytelling** range from a means to express creativity, to a research method for local health issues or a means of preserving a community's identity and a form of oral history. As a method, Digital Storytelling combines techniques to develop literacy and storytelling skills with an introduction to basic Information and Communication Technology (ICT).



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Modules



1. **Ice Breaking and Team Building;**
2. Theoretical knowledge about **Forum Theatre;**
3. Theoretical knowledge about **Media Literacy;**
4. Theoretical knowledge about **Digital Storytelling;**
5. **Background information of the educational needs, social inclusion and stereotyping faced by migrants youth** and how to counter it through the creativity as well as the emotional deepness of the Forum Theatre, the critical thinking raising skills of Media Literacy and the emotional impacting opportunities offered by Digital Storytelling;
6. Management of **group dynamics** in Forum Theatre methodology including conflict management skills;
7. **Forum Theatre as a method of shedding light on and deconstructing narratives/stereotypes** about migrants (with a specific focus on youth target);
8. **Successful models of Forum Theatre** involving young migrants victims of youth radicalisation from Europe and the World;
9. **Media Literacy as a method of fostering critical thinking** and Media education targeted at developing analytical skills regarding Media and Mass Media contents;
10. **Digital Storytelling as a tool to educate and raise awareness among youth** regarding radicalisation, hate speech and their societal consequences.

Methodology

General: Non Formal Education



Forum Theatre uses theatre to achieve social aims. It is a form of theatre that encourages audience interaction and explores different options for dealing with a problem or issue. Its strategy breaks through the barrier between performers and audience, putting them on an equal footing. It enables participants to try out courses of action which could be applicable to their everyday lives.

Values of Forum Theatre:

- Creates a sense of empathy between people in different opinion groups;
- Offers different kind of education;
- Create learning opportunities;
- Gives voice to those who don't have one or can't defend themselves;
- Can influence decision makers.
- Audience participation and plurality of voices;
- Facilitation of complex issues of younger audience.



Media Literacy is a 21st century approach to education. It provides a framework to access, analyse, evaluate, create and participate with messages in a variety of forms — from print to video to the Internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self expression necessary for citizens of a democracy. Media Education aims to foster not simply critical thinking/intelligence, but critical autonomy. Media Education is investigative, it does not seek to impose specific cultural or political values.



Digital storytelling describes a simple, creative process through which people with little or no experience of computers gain skills needed to tell a personal story as a two-minute film using predominantly still images. The uses of digital storytelling range from a means to express creativity, to a research method for local health issues or a means of preserving a community's identity and a form of oral history. As a method, Digital Storytelling combines techniques to develop literacy and storytelling skills with an introduction to basic Information and Communication Technology (ICT).





Module 1

Workshop Title

"Name Game"

Duration

15-20min

Preparation

Use this ice breaker activity at, or very near, the start of a course, workshop or meeting where people don't know each other to help get to know everyone's names.

Description

Have the group sit in a circle where everyone can see the others. The first person says their name and an adjective that starts with the first letter of his/her name. The next person continues, but after saying their own name and an adjective, they repeat the first person's name and his adjective. This continues with each person repeating one more name and respectively the adjective. The same way of playing will repeat again but on opposite way, the game will start with the last person from the circle.

Handouts

Tips for the Trainer

Reassure people towards the end that's ok if they get stuck and encourage the others to jump in to help if anyone is lost



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Module 1

Workshop Title

"Odd Couples"

Duration

45-60min

Materials needed

Sheet of paper, markers, tape

Preparation

On any team, you'll have people with different personalities. But sometimes, these different personalities actually have things in common. Getting these team members to appreciate their differences and similarities can improve team bonding.

Description

1. Create a list of odd pairs of objects that, for some reason, go well together. Like "Peanut butter & jelly", "chocolate & coffee", "salt & pepper", etc.
2. Write down the names of objects from each pair on separate sheets of paper.
3. Tape a sheet of paper to a participant's back. Do this for all participants. Try to tape opposing pairs on people with opposing personalities, though this isn't necessary.
4. Ask participants to mingle with the group. Their objective is to figure out what's written on their backs. The trick is: they can only ask yes/no questions ("Do I add flavor to food? Do I make the food spicy?").
5. Once participants figure out what's written on their backs, they have to find the other half of their pair.
6. After they've found their pairs, participants have to find three things they share in common with their opposing pair.

Handouts

Tips for the Trainer

In any team building event, one of your biggest challenges is bringing different people together. An exercise like this can give participants a reason to sit down and share experiences with people they might not mingle with otherwise. The focus on yes/no questions also improves communication skills.



Module 2

Workshop Title	Forum Theatre Approach
Duration	60-90min
Materials needed	Sheets of paper, markers, pens, sticky notes, phones,laptops, access to the internet.
Preparation	Before the workshop, trainers should print general information about Forum Theatre and to represent the main ideas about Forum Theatre in few minutes to participants.
Description	<p>Participants will be divided in small teams by 4-5 participants. Each team will receive a printed paper with general information about Forum Theatre from trainers. Each group will have to make a scenario about 3-5 minutes, and to represent a case of radicalization among youth and a solution for this case.</p> <p>After representing all scenarios, trainers with participants will discuss about their impression of being involved in this scenario. What did they feel ? How often does radicalization happen among youth? Do they know another solutions of radicalization and especially for diminishing it in our society?</p>
Handouts	Paper with general information about Forum Theatre
Tips for the Trainer	Get well informed about Forum Theatre and Radicalization, help participants with ideas for achieving a scenario, encourage their ideas and at the end ask every participant how they felt being involved in a "virtual case of radicalization".





Module 3

Workshop Title

What is Media Literacy?

Duration

90min

Materials needed

Printed (or digital version, if each group has at least 1 laptop) of article about youth radicalization from 3 different sources; Paper sheet ; Colourful pens and pencils; Sticky notes

Preparation

Before this workshop, Trainers should find different articles about youth radicalization in different parts of the world (for example, each group gets an article from Europe, America and Asia or Europe, South America, Africa. Mix can be different). Each group gets different articles.

- Depending on participants in TC, participants are divided in 5 teams (5 in each team).
- Each team get 1 big spread sheet and sticky notes, pens, pencils, smaller sheets.
- Each team get 3 articles about youth radicalization in different parts of the world.

Description

1. Short theoretical information about Media Literacy. Trainers can use this video for short introduction:

<https://www.youtube.com/watch?v=GlaRw5R6Da4>

2. Each team get 3 articles about youth radicalization in different part of the worlds.

3. Trainer who is leading this workshop needs to take short notes with keywords of each question answered for the discussion.



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4. They must discuss each article together and answer the questions –

- Who created this message?
- What creative techniques are used to attract my/readers attention?
- How might different people understand this message differently from me? (Imagine, how older (60+) people would understand this message, how wealthy people would understand it, how poor people would understand the same message, people from different religion)
- What lifestyles, values and points of views are represented in this message?
- Why is this message being sent? Is there any other hidden meaning in this article?

5. Groups present shortly their articles and answer the questions

After presentations, participants discuss the differences between the articles.

Handouts

Articles about radicalization

Tips for the Trainer

Trainer needs to take notes with keywords to discuss this workshop and differences between these articles.

Participants can ask questions to groups that are presenting but keep in mind that the main discussion should be in the end.

Trainer can ask participants to write down questions to groups and discuss those after all groups have presented.



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Module 4

Workshop Title

What is Digital Storytelling?

Duration

120mins

Materials needed

Laptop, camera (phone, laptop or separated camera), voice recorder (phone, laptop, separated voice recorder).
Paper sheet if needed (preferable to use a laptop to make notes and structure).

Preparation

Participants are divided in 5 teams (5 participants per team, mixed).
Each team gets a different handout with a topic.

Description

1 Show participants material about Digital Storytelling. You can use these videos about it:

<https://www.youtube.com/watch?v=Jlix-yVzheM>

<https://www.youtube.com/watch?v=LVKeO5IIRA>

2. Participants are divided in 5 different groups (important that nationalities in the group are mixed).

3. Each group gets 1 handout with topic that they need to create video using Digital Storytelling.

4. Groups will use Digital Story telling method and will go through all the steps to create the final video.

IMPORTANT – video shouldn't be longer than 2 minutes

Step nr.1. – Story Idea (What is this story about).

Step nr.2. – Write your story (put the story on a paper the same way as you explain or tell it to someone)



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Step nr.3. – create a Storyboard (Draw your story and write down main keywords for each drawing)

Step nr.4. – Research and gather elements for the video (you can make your own photos, videos, short descriptions about topic, or create animated drawing about topic etc. BE CREATIVE

Step nr.5. – Build your story. For this you will need to use video making application or online website (for example wevideo.com).

Put all the material together – photos, videos and voice that tells the story.

Step nr.6 – Present it to the participants.

5. After groups have presented each video, there is a short discussion ``How youth workers can use Digital Storytelling to strengthen youth resilience to radicalization``?

Handouts

Topics:

- Youth Radicalization in Sports;
- Youth Radicalization Online, Social Media;
- Youth Radicalization in Communities;
- Youth Radicalization in Politics;
- Youth Mass Radicalization.

Tips for the Trainer

Divide participants in groups where are not members from the same nationality or organization.

After video presentation, lead everyone to a short discussion about Youth radicalization and how Digital Storytelling can help to prevent youth from this problem.



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Module 5

Workshop Title

"Changing Together"

Duration

45mins

Materials needed

A big room with a stage and chairs

Preparation

Check if the room is safe.

Write the following emotions on 5 different paper sheets: Fear, Injustice, Hate, Sadness, Anger.

Description

Divide the participants into 5 groups.

Each group will receive one piece of paper in which there are written the above-mentioned emotions. After reading it, all participants need to think about some episodes linked to these emotions.

Afterwards participants will describe the experience by emphasizing on their emotions. Once all the stories have been heard, the participants must decide on one of the 5 stories to stage.

The stories will be performed twice. The first-time participants will have to play out the story as it happened.

The second time, during the performance a participant will show the emotion the story conveys.

Debriefing.



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Handouts

Tips for the Trainer

According to some culture and education expressing emotions is a sign of weakness. Explain to the participants that showing them is acceptable, and they do not need to feel uncomfortable.



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Module 5

Workshop Title

Socially acceptable

Duration

45mins

Materials needed

One big room with tables and chairs, Internet connection, Laptops, Pens and Sheets of paper

Preparation

Check if the room is safe and if internet connection is working.

Description

Introduction of the importance of Media Literacy in the critical thinking process. Trainer will show some videos posted on Social Media related to:

- Hate-speech against immigrants,
- Politician propaganda against immigrants,
- Religious propaganda.

After viewing all video, give 5 minutes to the participants for mulling over about which message these videos are sending and the power of the social media.

Now participant can share their thoughts and feeling about all videos.

After the discussion, participants will be divided into 5 groups.

Each of them will create a video or post to share on Social Media.

The aim of the video/post is to show how the above-mentioned videos can hurt and push young people towards extremism.

Debriefing



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Handouts

Tips for the Trainer

Videos to be viewed must not last longer than 3 minutes. If the video in question lasts longer, select the parts of your interest.

Be careful in case conflicts may arise between participants while watching the footage.

Participants can choose to publish the video/post in the following social media: Facebook, Twitter, TikTok, Instagram, VKontakte.



Module 5

Workshop Title

"Head to head interviews"

Duration

45mins

Materials needed

One big room, video cameras or cell phones, pens, sheets of paper

Preparation

Divide the participants into 7 groups of 3 and 1 of 4.

Each group will be consisting of:

- Interviewer
- Interviewees

Description

Interview will ask the following questions:

- Introduce yourself
- Why do you decide to be part of this mobility?
- Have you ever been a victim of racism?

If yes, please explain what happened and the feeling you had.

If not, have you have witnessed an episode of racism or what do you think about racism?

- Which emotion does the word "radicalization" evoke to you?

- Have you ever thought of being part of an extremist group?

If so, what led you to think that?

If not, do you have friends or acquaintances who have had this idea?

- What should we need to do to prevent radicalization?

Debriefing



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Handouts

Tips for the Trainer

You can add more questions on the list.
The interview must be recorded one at a time.
Interviews may not last longer than 5 minutes.



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Module 6

Workshop Title

Group Dynamics Simulation

Duration

90mins

Materials needed

Preparation

Participants are asked to choose and to tell the trainer (anonymously) one of their life experiences related to group dynamics, lived first-hand or observed. For example, the scene can concern: the hierarchical differentiation experienced by the subject in a given group; the subject's role within a group, chosen and assigned to him by the other group's (ex. leader-scapegoat-new arrived etc.); the formal or non-formal norms governing a group and the relation between roles and compliance with the norms.

Description

The trainer will select three experiences and through the oppressed theatre's methods he/she will coordinate the group's members in the simulation of the scenarios (15 minutes).

Introduction:

2. The Trainer will read the scene that has been selected and explain how it should be simulated (15 minutes).

3. The Trainer will identify the different characters in the scene and ask each member of the group to choose the character they prefer to play. All the different figures in the scene must be impersonated. The aim is to put in place scenes in which the group dynamics can easily show the difference between the individual opinion and the individual behaviour and the fact that this discrepancy can be caused by the influence exerted on the subject by the other group members' behaviour and opinion.



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Another important aim is to reflect about how the specific position that we hold within a group can influence our perception of the group and the situation we are experiencing.

Each character should try to assert its position according to a chronological order established by the trainer.

Each scene should last approximately 20 minutes.

Debriefing:

At the end of the simulation, each participant is asked to present his position with respect to the one he simulated: do the positions correspond? If so, why? If not, why? How he would act in the reality and why he would not act what he simulated? How did he feel having to simulate a certain attitude? How could the situation have been dealt optimally from his point of view? Which character did he most reflect in? In this context, information on group's dynamics will be shared and the debate and analysis of the situation will be encouraged (40 minutes).

Handouts

Tips for the Trainer

For further info:

https://en.wikipedia.org/wiki/Theatre_of_the_Oppressed



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Module 6.2

Workshop Title

Conflict management skills in Forum Theatre methodology

Duration

90mins

Materials needed

Paper, pens/pencils, printed handouts.

Preparation

Print out the handouts. Arrange the room so that it has a "stage" area and an "audience" area. Make sure there is enough space for each group to work quietly on the creation of the scene.

Description

1. Divide participants into 4 groups.
2. Distribute to the groups the handouts with different types of possible conflicts within a group. You can use the one suggested in the "handouts" section or create your own "conflict types", that could also reproduce some conflicts that have arisen in previous sessions.
3. Give each group 10-15 min to create a scenario on the type of conflict they received. Give participants some tips/rules to create their scene:
 - the handout is a source of inspiration, the scene could explore the scenario proposed in the handout or create another one on the same kind of conflict.
 - it should not be too long (5 min)
 - it should have a clear oppressed person and a clear oppressor
 - every scene should include a facilitator as one of the characters.Each main character should say at least two short lines. One before and one after what the group identifies as the moment of conflict.



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4. When every group is sure about the scenario they created, the first group starts performing and other groups are the audience. The facilitator acts as the joker.

5. After each performance, the facilitator/joker asks the audience:

- What happened?
- Did you see the conflict?
- Is there something the facilitator can do about it?

Once the group has discussed briefly (max. 5 min) some possible ways to change the situation, the scenario will be played again and the facilitator/joker will instruct the audience to stop the scene by yelling out “freeze!” and make propositions to change the situation. If the audience members do not intervene spontaneously, the facilitator/joker could stop the scene him/herself by tapping on the shoulder of the facilitator-character and ask the audience to give some suggestion to change the situation. The performance will continue according to the suggestion made.

6. After each scenario has been played two times, the whole group gets together and discusses the conflicts that were presented and the solutions that were found for each scenario, or that can be found according to the changes made to the scene.

The facilitator encourages the discussion by asking question, such as:

- What do you think was going on?
- Have you ever experienced this kind of conflict?
- What was helpful in your situation?
- Did you consider each character’s point of view when suggesting a change?
- Do you think there could be other solutions to this kind of conflict?

Handouts

CONFLICT TYPE 1 (humiliation/different perceptions)

The facilitator asks a question to the group. No one is answering, so “A” gives an answer. It is not the correct answer, so “B” starts making fun of “A”.

CONFLICT TYPE 2 (exclusion/different desires)

While “A” is absent, “B” proposes to the group to have lunch/dinner together. “A” feels left out as everyone has lunch/dinner together, except for him/her.



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CONFLICT TYPE 3 (teamwork/different goals or ideas)

Participants are working in couples to find a common answer to a question. "A" proposes an answer that he/she thinks is the correct one, but "B" does not accept A's suggestion because he/she thinks that his/her own answer is the correct one and there is no point in discussing it together.

CONFLICT TYPE 4 (power relations/different personalities)

During a brainstorming moment/a discussion activity, "A" would like to participate to the discussion, but every time he/she starts to speak, "B" interrupts him/her to say something about the topic in discussion. In the end, "A" gives up and does not share with the group his/her ideas.

Tips for the Trainer

Alternatively to the proposed handouts, you can create your own, use pictures, or also ask participants to prepare a scene starting from their personal experience.

Encourage participants to take into consideration their personal/working experience while thinking of possible ways to change the situation presented in each scenario.

During the final discussion, as a debriefing moment, encourage participants to discuss other similar conflicts that could arise during group work and how the solutions proposed for the scenarios performed can be adapted to tackle other possible conflicts.





Module 7

Workshop Title

Do not play with that kid!

Duration

90mins

Materials needed

Ball, fake window.

Preparation

In the preparation is important to specify the aspect of the scene who are not clearly understandable by the audience. The grandma is not a bad person with the kid, she is moved by stereotypes and old closed to diversity.

Description

Characters: Grandma, local kid, migrant kid, 3 random kids.

Scenario: The local kid is at grandma's house playing with Lego in the living room. While he is playing the grandma is looking at the news on television. The news is about new migrants arriving in Europe, she comments: "Why are they coming here?", "what are they expecting to find?", and "why the government is allowing them to arrive in our country?".

The little boy, annoyed by the TV, starts looking out of the window, is a sunny and amazing day. In the garden downstairs a little girl is playing with the ball and, separately, a group of kids playing together. The kid decides to go downstairs and, getting curious about the lonely girl, he starts playing with her.

The little boy spotted that the girl is mad, she looks upset about something and kicks the ball strong to the wall. The young boy looks to the girl and asks 3 questions.

Questions of the kid pointed to the audience:

- Why are you playing alone?
- Why are you so angry?
- May I do something to help?



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The kids are playing together with the ball. Once they stop playing together the kid goes back to grandma's house. The grandma is mad with him and start saying to him "why were you playing with that weird kid? Didn't you know she punched a kid a few days ago?", "she is from another country, for them is normal the use of violence to solve the problems... Those are dangerous people not good for a kid like you. She could ask you to join in their house to play, then who knows what is going to happen with a violent family like that?", "you cannot play once again with that girl!".

Questions to the audience:

- Are the new rules imposed by the grandma helping to solve the angry issue of the girl?
- Do you think that grandma is bad? If not, why are they are acting in this way?
- There could be a connection between the first group who excluded the girl and the grandma's words?

Handouts

Tips for the Trainer

The trainer should involve the participant in a way to have initiative and make the characters more peculiar, giving an accent to grandma attitude, angry of the little girl and behaviour of the group who excluded the girl.



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Module 7

Workshop Title

The new classmate

Duration

90mins

Materials needed

Class desk for 4 students, teacher desk and table for lunch.

Preparation

In the preparation is important to specify the aspect of the scene who are not clearly understandable by the audience. In this case is important to specify the provenience of the student and that the class is in a school of a big city.

Description

Scenario – School class of a big city, a new student has arrived in the class.

Part I – The teacher introduces the new student, all the other start to look at him/her trying to understand which kind of person he/she is. The students already know he is from another region, rural, poorer, far from the city, and urban environments.

The 3 students start commenting on the way he/she is dressed, the way he/she is walking, and the accent.

Questions to the audience:

- How do you consider the actions of new classmates?
- How should the new guy act to avoid these comments? Is it possible?

Part II – The teacher starts the lesson and asks a general question. The new student looks excited as she/he knows the answer while the other students look don't know how to reply. The new student is looking around and thinks if he should answer or not.



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Questions to the audience:

Should he reply to the question or keep silent to not look like a nerd?

What is the pro and cons to reply or not??

Part III – During lunchtime, the three students are eating in the table, the new one arrives and looks at them. The three friends look at each other and start to discuss “should we invite him/her to our table or avoid him/her?”

Open questions to the audience:

Are the three students supposed to welcome the new student and ask to join them?

Two alternatives for the end of the story based on the audience reply (to incentive the debate the actors could show both scenarios).

Scenario I - If yes, the new say “No, thank you!” and think out of loud “I will never have lunch with those spoiled people of the city!”.

Scenario II - In the case of not welcoming the three students will say “We will never have lunch with some farmer of the rural area”, and the new student continues to walk straight.

Questions to the audience:

- How the prejudices can work in both ways for increasing radicalization issues?
- Which behaviors could help to avoid these kinds of situations?

Handouts

Tips for the Trainer

The trainer should involve the participant in a way to have initiative and make the characters more peculiar, giving an accent to the new student, and giving more stereotypes about rural people.

The trainer should use both scenarios in the III part in order to stimulate the debate from both point of views and linkage with radicalization.



Module 7

Workshop Title	The youth fiancé
Duration	90mins
Materials needed	Table for restaurant scene
Preparation	In the preparation is important to specify the aspect of the scene who are not clearly understandable by the audience. In this case is important to specify the youth fiancé are few months together and they are starting to have issues linked to their culture differences.
Description	<p>Characters: European Girl and Islamic guy, parents of both, curious uncle</p> <p>Scenario: a youth couple who knows each other and are having a relationship from some months, things are going very well until some differences starts emerges in daily life. The main issues start when they decide to introduce each other in activities with their families.</p> <p>Scene I</p> <p>The scene starts with the couple who is walking in a park, the guy says "next Friday I and my family are going to a restaurant, wanna join us?", the girl enthusiast reply "of course I do! But, better ask, is there any behavior or a rule that I should follow during the dinner?". The guy "no, they are fine, open-minded and friendly, is going to be fine!"</p> <p>In the evening, the couple goes to the restaurant with his family, the dinner is fine. The waiter arrives and all the family members order, the girls orders a dish with pork. The guy is really in difficulty cause his parents are disappointed by her choice.</p>



Open questions to the audience:

- How should the guy behave in this situation?
- Should the girl have asked or clarify the point with the family before dinner?
- Should his family have thought that ordering pork could be an issue and advise her?

Scene II

After the first adventure is the turn to introduce her family to the guy, this time in a dinner in her house with all the family.

The dinner is going well, people are talking and having a good time. Once evening pray has arrived he moves in another room, but the curious uncle follows him. After having seen him praying the uncle goes back to the living room and, after some mimic and a joke, all family laugh about the situation.

Open questions to the audience:

- Is this behaviour discriminatory and offensive for the guy?
- How should the girl react in this situation, tell the guy what just happened, or just avoid the situation?
- What is the damaging potentiality of this kind of jokes from radicalization point of view?

Handouts

Tips for the Trainer

The trainer should involve the participant in a way to have initiative and make the characters more peculiar, giving some typical expression to the main characters and their families.



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Module 8

Workshop Title

Best Practice Forum theatre session “The lights of Accra”

Duration

90mins

Materials needed

Handout with scene description

Preparation

Participants are divided in 5 teams. Each team gets one character and they focus on their role. As well, each team gets handout with scene description.

Participants in each team is asked to choose 1 person or more (if they want to change during the play) who will play character.

Characters: Street boy, 2 village boys, Village boy with doubts, a Schoolboy from the village.

After the scene is played out, participants have a discussion. Questions are provided in description.

Description

Scene

A street kid from Accra returns to his village, he watches everything with a mix of amazement and disgust. “how can people continue to live in villages?”. He meets 2 old friends from the village. They are impressed by his style, fashion, and expressions. He tells them all kinds of exciting and fools facts about living in Accra. The guy from Accra slowly involves them to join him in the new reality where there is work and high life for everybody. Another old friend arrives with a school bag but gets scared about the plans of the youth and smells the danger of the Accra Dream, he resists a bit and tries to protect the 2 innocent boys, but unsuccessful he leaves.



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A fourth friend has come around and is hesitating whether to come or not. Meanwhile the 2 first boys have accepted to travel to Accra. Street boy accepts to pay them the bus ticket if they agree he will handle their professional life. Appointment is given for the next morning at 5. It is clear the street boy is going to trap them in Accra.

The next morning the 3 guys are ready but one of them still has doubts. The street boy arrives and makes fun of the one in doubt until he convinces him. A schoolboy comes around and, after they explain their intentions, tries to convince them all that school is the only way for a better future but he has no convincing arguments. Their parents didn't know anything.

Once arrived in Accra the 3 boys are very amazed. One is stunned by the nightlights, the other one sees a helicopter. Street boy gets angry and tells them not to show they are new around, otherwise, everybody would abuse them. He invites them to sleep on the floor. The place stinks, there are mosquitoes but eventually they lie for asleep.

Village boys awake street boy. They cannot wait to get the job and discover the high life of Accra.

He searches for a solution and gives anyone a job. One will sell cocaine, the other one weed. He shows them behaviors, words to do so. The third one, the one with doubts, is already missing his mother and wants to go back to his village. He is severely told that he has to refund the price of the bus ticket to the street boy that paid for it. So he will have to do the pickpocket. He is taught how to do so. He leaves disappointed and understanding in what trap he has fallen with his friends.

After the scene has been played out, Trainer asks everyone to reflect on the play and answer these questions.

Problems and question to be discussed with the audience during the session are:

1. Do people returning from Accra or abroad always tell the truth?
2. Has the life of the village no more meaning nowadays?
3. When should one go to Accra? When not?
4. Analysis of the point of view: the street boy has god intention at the end, or he only want to find someone to improve his business?

5. What could be the role of the city people to prevent this situation and help to welcome the village guys?

6. How all this episode is adaptable with radicalization from cultural and social point of view?

Handouts

Everyone gets handout with scene description

Tips for the Trainer

Trainer should be monitoring the play and see if it goes regarding the scene description. As well as, manage the teams, if they have decided to change the people during the play or not. After the scene – discussion!



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Module 9

Workshop Title

Building Blocks

Duration

90mins

Materials needed

Computer; Smartphone; Internet Connection; Old Newspapers and old News tapes (if possible).

Preparation

Select online newspaper articles and the attached users comments. Select different Facebook groups and pages and online blogs. Divide the participants into 3 groups and assign to each different group the selected material.

Description

The participants will be divided into three groups (blocks). Each block embodies a specific vision and attitude towards the migration issue and towards migrants. In this context, block n°1 will represent an extremely liberal and open minded mentality, while block n°2 will include a radical conservative, anti-migrant and nationalistic view and finally block n°3 will impersonate a moderate and pragmatic position.

Each block will be assigned a selected amount of online newspapers articles with users comments, Facebook pages and online blogs belonging to the sphere of values pertinent to the relative block. Each group will have to read the material and scroll the content of the Facebook pages and blogs assigned. The first task will be to give a definition of migrant and to describe him/her according to the read material and to the socio-political view of the respective block. In particular, the participants will have to answer to the following questions: who is a migrant? What he does? Why is he in Europe?



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The second task will involve a direct confrontation among the three different blocks on the concept of migrant, with the aim of sharing ideas and views in order to give a more complex and comprehensive definition of migrant. The third task will include a reflection on the evolution of the concept of migrant throughout the decades. The participants will have access to old newspapers articles and news tapes from the '80s, '90s and 2000s that will be useful to understand if, how and why the migration phenomenon is changed and how the migrant has been depicted by media in the last three decades. Participants will reflect whether the advent of new media has changed the communication and the way users and readers perceive migrants.

Handouts

A comprehensive and argued definition of migrant and articles.

Tips for the Trainer

During the second task the trainer should take notes of various terms and arguments that emerge from the confrontation in order to guide participants towards a common definition of migrant. The third task can be carried out in groups (one for each decade) or all together, depending on the number of participants.





Module 9

Workshop Title

The story behind

Duration

90mins

Materials needed

Computers; Printed material; Paper sheets and pen (if necessary).

Preparation

Participants will be divided in 3 groups. Trainers will provide each group with necessary material for the fulfilment of their tasks. The material will include:

- theoretical and practical knowledge about the socio-cultural environment migrants are part of when they establish themselves in Europe as well the geopolitical and social situation of their countries of origin;
- several articles and guidelines on how to write a story/article that fosters a radicalized view on migrants;
- theoretical and practical knowledge about the constructivist theory regarding language and communication to understand how media and politics expose one objective fact in different ways according to the message they want to send.

Description

Participants will be divided in 3 groups and each of them will have a specific name and a specific function inside the investigation game. The first group will be the one of Storytellers, while the second one will be the one of the so-called Radical Trolls and finally the third one will be the group of Investigators.

IMPORTANT: Investigators must be unaware of who is a Storyteller and who is a Radical Troll. In the first hour, each group will be provided the respective material necessary to complete its task.



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In particular, Storytellers will be provided with theoretical and practical knowledge about the socio-cultural environment migrants are part when they establish themselves in Europe as well as the geopolitical and social situation of their countries of origin. Radical Trolls will read several articles and guidelines on how to write a story/article that fosters a radicalized view on migrants, while Investigators will learn the constructivist approach in order to understand how media and politics expose one objective fact in different ways according to the message they want to send. The starting point of the investigation game is a crime committed by a migrant (participants can choose the kind of crime).

The first task involves Storytellers writing the objective story behind the crime focusing on the migrant's background starting from the few moments before the crime was committed up until the 5 years preceding the crime.

The story must be divided in 5 sections:

- 1st Section - 1 hour before the crime is committed;
- 2nd Section - 1 week before the crime is committed;
- 3rd Section - 1 month before the crime is committed;
- 4th Section - 1 year before the crime is committed;
- 5th Section - 5 years before the crime is committed.

The story must involve migrants' actions, motivations, the social and economic context in which he/she is established and the reasons why he/she has become a migrant.

Once the story is completed, Storytellers pass their writing to Radical Trolls, who have to modify the objective story according to their radical view by focusing on the anti-migrant nuance of their nature. They are free to modify the entire story or just some of the sections written by Storytellers. Once this task is completed both groups will have a version of the story behind the crime, Storytellers preserve the true and objective story, while Radical Trolls will need to promote their radicalised version.

Now the real game can start.

The three groups are in the same room and Investigators' task is to learn the true story behind the crime committed, the only way they can do it is by asking Storytellers or Radical Trolls about migrant's background and motivations.

First, they need to know what happened 1 hour before the crime, then 1 week before and so on up until they are acknowledged about migrant's story of the earlier 5 years.

Investigators can ask about the same story section different times and they can speak to different people other than Investigators multiple times.

The aim of Investigators is to discover the true and objective story behind the crime, while the aim of Storytellers is to guide Investigators in reaching the objective truth. On the other hand, Radical Trolls' aim is to deviate Investigators from the objective story, by proposing their alternative one. In the end, Investigators will expose The Story Behind the crime deduced from their investigations, so that it will be possible to verify whether Radical Trolls were successful in their goal.

At the end, there will be a reflection among participants about the right way to access and select media information and what kind of education can be proposed to youth in order to promote critical thinking and to prevent their radicalisation.

Handouts

Tips for the Trainer

After the end of the game and in the event some Investigator has been deviated by a Radical Troll, the trainer should ask the investigator what part of troll's story convinced him the most and start the reflection from his answers.





Module 10

Workshop Title

Stop Sochate!

Duration

120mins

Materials needed

Laptop, camera (phone, laptop or separated camera), voice recorder (phone, laptop, separated voice recorder); Paper sheet if needed (preferable to use a laptop to make notes and structure)

Preparation

Participants are divided in 5 teams (5 participants per team, mixed).

Description

1. Each team has to create their Story idea based on their own experience where they have experienced hate speech (on personal level or just have read different hate speech comments, arguments etc) to raise awareness about hate speech in social media. Gather all the experiences and write it all down.
2. Then they put everything together and write down the story
3. Next step is to create a simple storyboard to be able to see how it will visually look like
4. Participants research and gather elements, photos, videos (can create your own videos telling about experiences), voice records about experiences. In this case, it is good to capture your own footage.
5. After everything is gathered, start working on putting the digital story together adding all the materials, voice, photos, videos etc. Video should be max 4 minutes long.
6. Present videos to other teams.



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Handouts

**Tips for the
Trainer**



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Module 10

Workshop Title

Be aware!

Duration

120mins

Materials needed

Laptop, camera (phone, laptop or separated camera), voice recorder (phone, laptop, separated voice recorder); Paper sheet if needed (preferable to use a laptop to make notes and structure)

Preparation

Participants are divided in 5 teams (5 participants per team, mixed).

Description

1. Each group have 10 minutes to discuss the reasons why they think youth use hate speech and youth radicalization is becoming more popular.
2. Afterwards they create idea for Digital Storytelling video about this topic.
3. They write down the story. Remember that main goal of this is to raise awareness about reasons why youth radicalization and hate speech is getting more popular. Story video shouldn't be longer than 3 minutes.
4. Each group create a storyboard showing their stories.
5. After the storyboard is created, next step is to research and gather elements (videos, photos, voice recordings where you tell the story etc.) In this workshop, we recommend capturing your own footage.
6. Put all material together and present it to the rest of the group!



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Handouts

**Tips for the
Trainer**



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