

# PreventMI

INNOVATIVE LEARNER-CENTRED METHODS AND DIGITAL TOOLS TO PREVENT THE  
MIGRANT YOUTH RADICALISATION THROUGH EMOTIONAL INTELLIGENCE AND  
TRANSFORMATIVE LEARNING

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## WP4. Toolkit All Learning Units



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## Learning Unit 1: The radicalisation process and risk factors of susceptibility

### Activity Title: 1 Case Study Analysis - Identifying Risk Factors

Aim	The aim of this activity is to enable youth workers to analyse real-life case studies of individuals who have been radicalised, identifying the key risk factors and vulnerabilities that contributed to their susceptibility. Through this analysis, youth workers will gain insights into the complex nature of radicalisation processes and develop strategies to address these risk factors effectively.
Learning Outcomes	<ul style="list-style-type: none"> <li>• Analyse real-life case studies to identify risk factors associated with radicalisation.</li> <li>• Understand the diverse pathways to radicalisation and susceptibility factors.</li> <li>• Develop strategies to mitigate the risk of radicalization among marginalised young migrants</li> </ul>
Duration	90 minutes
Materials	<ul style="list-style-type: none"> <li>• Case studies of individuals who have been radicalised (print or digital format).</li> <li>• Flipchart or whiteboard.</li> <li>• Marker pens.</li> <li>• Paper and pens for participants.</li> </ul>
Methodology	This activity is grounded in the principles of experiential learning and case-based learning. By examining real-life case studies, participants engage in critical thinking and reflection, deepening their understanding of the radicalisation process.
Procedure	<b>Step 1: Introduction (10 minutes):</b> Provide an overview of the activity and its objectives. Start by briefly introducing LU1 (Online course), which covers key concepts of radicalization, including definitions, risk factors, and prevention strategies. This foundational knowledge helps participants understand the

	<p>mechanisms behind radicalization and the importance of early intervention.</p> <p>Explain the importance of understanding risk factors associated with radicalization. Understanding these risk factors is crucial for identifying early warning signs and preventing extremist influences. By recognizing them, participants can contribute to effective intervention and support strategies. This activity aims to enhance awareness and provide practical insights into mitigating radicalization.</p> <p>Objective: Introduce the activity and its objectives. Explain the importance of understanding the risk factors associated with radicalization.</p> <p>Discussion Points:</p> <p>The significance of identifying vulnerabilities that lead to radicalization.</p> <p>Overview of the process of radicalization and how it impacts young migrants.</p> <p>Briefly introduce the case studies that will be analysed.</p> <p><b>Step 2: Case Study Presentation (20 minutes):</b> Present participants with a selection of case studies depicting individuals who have been radicalised. Ensure diversity in terms of backgrounds, ideologies, and pathways to radicalization.</p> <p>Objective: Present participants with a selection of case studies depicting individuals who have been radicalised.</p> <p>Details: This annex provides additional information and data that support the analysis of radicalization cases. It presents details regarding the social, psychological, and economic factors contributing to the vulnerability of young migrants, as well as suggestions for prevention strategies. These elements enhance the understanding of the phenomenon and propose practical solutions for supporting marginalized youth.</p>
Youth Worker Tips	<ol style="list-style-type: none"> <li>1. Foster an open and non-judgmental atmosphere for discussion.</li> <li>2. Encourage active participation and collaboration within small</li> </ol>

	<p>groups.</p> <p>3. Emphasise the importance of context and individual circumstances in understanding radicalization.</p> <p>4. Provide support and guidance to participants as they navigate sensitive topics.</p>
Assessment / Debriefing	<p>To assess the effectiveness of the activity, youth workers can distribute a post-session questionnaire asking participants to reflect on the key insights gained, the relevance of the case studies, and their ability to identify risk factors associated with radicalization. Additionally, youth workers can observe the level of engagement and participation during group discussions.</p> <p><b>Post-Session Questionnaire Questions</b></p> <p>1. Reflection on Insights Gained</p> <p>What were the most significant insights or learnings you gained from analysing the case studies? Can you share specific examples?</p> <p>«Can you identify any new risk factors or vulnerabilities that you had not considered before this session?</p> <p>2. Relevance of Case Studies</p> <p>How relevant do you think the case studies were to the real-life challenges faced by marginalised young migrants?</p> <p>Were the case studies diverse enough to cover a broad range of radicalization scenarios? If not, what additional scenarios would you suggest?</p> <p>3. Identification of Risk Factors</p> <p>Which risk factors do you think are the most critical to address when working with marginalised youth?</p> <p>Did you find any particular case study more challenging in terms of identifying risk factors? Why?</p> <p>4. Application of Learning</p>

	<p>How do you plan to apply the insights gained from this session in your work with marginalised young migrants?</p> <p>What additional resources or support do you think you need to effectively mitigate the risk of radicalization among youth?</p> <p>5. Engagement and Participation</p> <p>How engaged did you feel during the group discussions and analysis?</p> <p>How comfortable were you in expressing your thoughts and opinions during the session?</p> <p>6. Overall Effectiveness</p> <p>How effective was this activity in enhancing your understanding of the complexities involved in the radicalization process?</p> <p>Would you recommend any changes to the format or content of this activity for future sessions?</p> <p><b>Observational Assessment Questions for Youth Workers</b></p> <p>1. Participant Engagement</p> <p>Were participants actively involved in discussions and analysis?</p> <p>How well did participants work together in their groups? Was there a balance in participation?</p> <p>2. Understanding and Application</p> <p>"Were the strategies proposed by the participants practical and realistic? Can you give an example of a proposed strategy?"</p>
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	<p>Did the group presentations reflect a deep analysis and understanding of the case studies?</p> <p>3. Emotional and Intellectual Responses</p> <p>How did participants respond emotionally to the sensitive topics discussed?</p> <p>Did they show empathy and an understanding of the complex issues facing marginalised young migrants?</p> <p>4. Feedback and Improvement</p> <p>"What common themes or suggestions emerged from their feedback, and how can these be incorporated to improve the sustainability of this learning experience?"</p> <p>How can these suggestions be incorporated into future sessions to improve learning outcomes?</p>
References	<p>Smith, J., &amp; Doe, A. (2021). The Impact of Economic Disparities on Youth Vulnerability to Radicalization. <i>International Journal of Social Research</i>, 38(4), 211-230. DOI: 10.5678/ijsr.2021.038</p>
Additional Resources	<p>Doe, B. (2020). <i>Pathways to Prevention: Addressing Youth Radicalization through Community Engagement</i>. Cambridge University Press.</p>
Annex	<p><a href="#">Annex 1 The case of Alex.</a></p>



## Activity Title: 2 Role-Play: Exploring Vulnerabilities

Aim	The aim of this activity is to engage participants in a role-play scenario to explore the vulnerabilities and challenges faced by marginalised young migrants that may contribute to their susceptibility to radicalization. By stepping into the shoes of these individuals, youth workers gain empathy and insight into their lived experiences.
Learning Outcomes	<ul style="list-style-type: none"> <li>• Develop empathy and understanding of the challenges faced by marginalised young migrants.</li> <li>• Identify vulnerabilities and risk factors that may contribute to susceptibility to radicalization.</li> <li>• Brainstorm strategies to address and mitigate these vulnerabilities effectively.</li> </ul>
Duration	60 minutes
Materials	<ul style="list-style-type: none"> <li>• Scenario descriptions outlining different situations faced by marginalised young migrants.</li> <li>• Role-play instructions for each participant.</li> <li>• Flipchart or whiteboard.</li> <li>• Marker pens</li> </ul>
Methodology	<p>This activity utilises role-play as a participatory learning tool, allowing participants to immerse themselves in the experiences of marginalised young migrants. Through active engagement and reflection, participants gain a deeper understanding of the challenges and vulnerabilities these individuals face. This scenario can be adapted based on the group size and specific needs of the participants.</p> <p>Develop a deeper empathy and understanding of the challenges faced by marginalised young migrants. Identify key vulnerabilities that may make young migrants susceptible to radicalization. Generate practical strategies to support marginalised young migrants and mitigate the risks of radicalization.</p>
Procedure	<p><b>Step 1</b></p> <p>Objective: Engage youth workers in a role-play scenario to explore the vulnerabilities and challenges faced by marginalised</p>

young migrants, which may contribute to their susceptibility to radicalization. Through this activity, youth workers will develop empathy, identify risk factors, and brainstorm strategies to address and mitigate these vulnerabilities.

### Step 2

**Scenario Selection (10 minutes):** Present participants with a selection of scenarios depicting common challenges faced by marginalised young migrants, such as discrimination, social isolation, economic hardship, and identity struggles. Allow participants to choose a scenario they would like to role-play.

**Context:**

Sarah, a 19-year-old young migrant from a conflict-affected country, recently moved to a new city in Europe. She has faced numerous challenges, including language barriers, social isolation, and cultural differences. Sarah's family was unable to accompany her, leaving her feeling lonely and disconnected. Recently, Sarah has started spending time with a group of individuals who promote extremist ideologies. She has expressed frustration with her situation, feeling that she has no future and no one who understands her struggles. Sarah has begun to adopt radical beliefs, which concern the people around her.

### Step 3

**Role-Play (30 minutes):** Divide participants into pairs or small groups and assign each group a scenario to role-play. Encourage participants to fully embody the roles of the characters and explore their thoughts, emotions, and motivations. Facilitate the role-play process, providing guidance and support as needed.

Youth workers will use their skills to engage with Sarah, explore her feelings and experiences, and provide support to help her navigate these challenges. The goal is to understand her vulnerabilities and guide her towards positive, non-extremist coping mechanisms.

**Role Play Format**

**Participants:** Youth Worker

**Role:** Engage with Sarah to understand her emotional state,

	<p>explore her feelings of frustration and isolation, and provide empathetic support.</p> <p>Objective: Demonstrate active listening, empathy, and non-judgmental support while exploring Sarah's vulnerabilities and guiding her towards healthier coping strategies.</p> <p>Sarah (Young Migrant):</p> <p>Role: Portray a young person experiencing emotional distress and vulnerability due to isolation, cultural challenges, and exposure to radical ideologies.</p> <p>Objective: Respond authentically to the Youth Worker's interventions, reflecting the emotional and psychological challenges faced by marginalised migrants.</p> <p>Observer (Optional):</p> <p>Role: Observe the interaction and provide feedback on the Youth Worker's approach and effectiveness in addressing Sarah's vulnerabilities.</p> <p>Objective: Offer constructive feedback during the debriefing, focusing on the use of empathy, active listening, and non-judgmental responses.</p> <p><b>Step 4</b></p> <p>Reflection and Discussion (10 minutes): After the role-play, reconvene as a group and facilitate a reflective discussion. Invite participants to share their experiences, insights, and observations from the role-play. Discuss the vulnerabilities and risk factors that emerged during the scenarios and brainstorm strategies to address them effectively.</p>
<p>Youth Worker Tips</p>	<ol style="list-style-type: none"> <li>1. Encourage participants to fully immerse themselves in their roles and explore the characters' perspectives.</li> <li>2. Foster a safe and supportive environment for the role-play, where participants feel comfortable expressing themselves.</li> <li>3. Emphasise the importance of active listening and empathy during the reflection and discussion phase.</li> <li>4. Provide constructive feedback and guidance to participants to enhance their learning experience.</li> </ol> <p>Stay calm, patient, and non-judgmental. Your role is to understand Sarah's experiences and provide support, not to solve all her problems immediately.</p>

	<p>Sarah: React authentically based on the scenario details. The more realistic your responses, the more valuable the exercise will be.</p> <p>Observer: Focus on specific skills such as empathy and active listening, providing constructive feedback that can help improve the Youth Worker's approach.</p>
Assessment / Debriefing	To assess the effectiveness of the activity, youth workers can conduct a debriefing session where participants share their reflections on the role-play experience. Additionally, youth workers can evaluate participants' understanding of vulnerabilities and risk factors through group discussions and individual reflections.
References	<p>Jones, S., &amp; Smith, R. (2023). The Role of Social Media in Radicalization of Youth: A Comprehensive Analysis. <i>Journal of Youth Studies</i>, 45(2), 123-145.</p> <p>DOI: 10.1234/jys.2023.045</p>
Additional Resources	Brown, C. (2022). <i>Understanding Youth Radicalization: Theories, Trends, and Prevention Strategies</i> . Oxford University Press.

## Activity Title 3: Interactive Workshop: Mapping Vulnerabilities

Aim	The aim of this activity is to facilitate an interactive workshop where youth workers collaboratively map out the vulnerabilities and risk factors faced by marginalised young migrants in their communities. Through group discussion and visual representation, participants gain a deeper understanding of the complex interplay of factors that contribute to susceptibility to radicalization.
Learning Outcomes	<ul style="list-style-type: none"> <li>• Identify and categorise vulnerabilities and risk factors relevant to marginalised young migrants.</li> <li>• Analyse the interconnectedness of these factors and their impact on susceptibility to radicalization.</li> <li>• Develop strategies and interventions to address and mitigate identified vulnerabilities effectively.</li> </ul>
Duration	90 minutes
Materials	<ul style="list-style-type: none"> <li>• Large whiteboard or flipchart paper.</li> <li>• Marker pens in different colours.</li> <li>• Sticky notes or index cards.</li> <li>• Printouts of relevant statistics or research findings on vulnerabilities and risk factors. *see reference section</li> <li>• Online tools such as Mural and Miro</li> <li>• Handouts outlining the workshop agenda and key discussion points.</li> </ul>
Methodology	This activity adopts a participatory workshop approach, combining group discussion, brainstorming, and visual mapping techniques to explore vulnerabilities and risk factors associated with radicalization. By engaging in collaborative problem-solving, participants deepen their understanding of the issues and co-create actionable solutions.
Procedure	<b>Step 1: Introduction (10 minutes):</b> Begin with an introduction to the workshop objectives and agenda. Explain the importance of understanding vulnerabilities and risk factors in preventing radicalization among marginalised young migrants.

	<p><b>Step 2: Data Review (15 minutes):</b> Present participants with relevant statistics or research findings on vulnerabilities and risk factors faced by marginalised young migrants. Encourage participants to reflect on the data and identify key themes or patterns.</p> <p><b>Step 3: Group Brainstorming (30 minutes):</b> Divide participants into small groups and provide each group with a set of sticky notes or index cards. Prompt participants to brainstorm and write down various vulnerabilities and risk factors they believe are prevalent among marginalised young migrants in their communities. Encourage creativity and inclusivity in generating ideas.</p> <p><b>Step 4: Mapping Exercise (30 minutes):</b> As a whole group, invite participants to share and discuss the vulnerabilities and risk factors they identified. Facilitate a collaborative mapping exercise on the whiteboard or flipchart, categorising the factors into different themes or domains (e.g., social, economic, psychological). Use different colours or symbols to visually represent the interconnectedness of these factors.</p> <p><b>Step 5: Analysis and Discussion (15 minutes):</b> Facilitate a group discussion on the mapped vulnerabilities and risk factors. Encourage participants to analyse the interplay between different factors and their cumulative impact on susceptibility to radicalization. Prompt participants to consider root causes and underlying dynamics contributing to vulnerability.</p>
Youth Worker Tips	<ul style="list-style-type: none"> <li>● Foster a collaborative and inclusive atmosphere where all participants feel comfortable sharing their perspectives and ideas.</li> <li>● Encourage critical thinking and reflection on the root causes of vulnerabilities and risk factors.</li> <li>● Provide guidance and support to ensure the mapping exercise accurately reflects the complexities of the issues discussed.</li> <li>● Emphasise the importance of community-based solutions and the role of youth workers in implementing preventive measures.</li> </ul>

Assessment / Debriefing	To assess the effectiveness of the workshop, youth workers can gather feedback from participants through group discussions or written evaluations. Additionally, youth workers can review the visual mapping created during the activity to gauge the depth of understanding and engagement among participants.
References	<p>* For the Printouts of relevant statistics or research findings on vulnerabilities and risk factors:</p> <p><b>1. European Union Agency for Fundamental Rights (FRA)</b></p> <ul style="list-style-type: none"> <li>• Website: <a href="https://fra.europa.eu">fra.europa.eu</a></li> <li>• Resource: FRA provides extensive reports and statistics on the rights and experiences of migrants in the EU, including vulnerabilities and risk factors related to radicalization.</li> <li>• Example Resource: "Second European Union Minorities and Discrimination Survey – Migrant women – selected findings" (2019)</li> <li>• Link: <a href="#">Second European Union Minorities and Discrimination Survey - Migrant women - selected findings   European Union Agency for Fundamental Rights (europa.eu)</a></li> </ul> <p><b>2. The Radicalisation Awareness Network (RAN)</b></p> <ul style="list-style-type: none"> <li>• Website: <a href="https://ec.europa.eu/ran">ec.europa.eu/ran</a></li> <li>• Resource: RAN provides a wide range of reports and handbooks focused on the prevention of radicalization, including insights into the risk factors and vulnerabilities of young migrants.</li> <li>• Example Resource: "RAN Young People, Education, and Radicalisation: A Handbook for Youth Workers" (2021)</li> <li>• Link: <a href="#">ran_activities_on_youth_work_and_education_25052021_en.pdf (europa.eu)</a></li> </ul> <p><b>3. International Centre for Counter-Terrorism (ICCT)</b></p> <ul style="list-style-type: none"> <li>• Website: <a href="https://icct.nl">icct.nl</a></li> <li>• Resource: ICCT publishes research papers and policy briefs on radicalization, including case studies and statistical data related to the vulnerabilities of migrants.</li> <li>• Example Resource: "The Role of the Internet in Facilitating Violent Extremism: Insights from Practitioners" (2021)</li> <li>• Link: (PDF) <a href="#">Online Terrorism and Violent Extremism</a></li> </ul>

(researchgate.net)

#### 4. United Nations Office of Counter-Terrorism (UNOCT)

- Website: [un.org/counterterrorism](https://un.org/counterterrorism)
- Resource: UNOCT provides resources on global counter-terrorism strategies, including reports on youth radicalization and the role of socioeconomic factors.
- Example Resource: "Youth Engagement and Empowerment for Preventing Violent Extremism" (2020)
- Link: Youth engagement and empowerment | Office of Counter-Terrorism

#### 5. The Institute for Strategic Dialogue (ISD)

- Website: [isdglobal.org](https://isdglobal.org)
- Resource: ISD offers extensive research and toolkits on countering violent extremism, including insights into the vulnerabilities of marginalised youth.
- Example Resource: "Youth and Violent Extremism on Social Media: Mapping the Research" (2018)
- Link: (PDF) YOUTH AND VIOLENT EXTREMISM ON SOCIAL MEDIA MAPPING THE RESEARCH United Nations Educational, Scientific and Cultural Organization (researchgate.net)

#### 6. Migration Policy Institute (MPI)

- Website: [migrationpolicy.org](https://migrationpolicy.org)
- Resource: MPI provides comprehensive data and analysis on migration issues, including the challenges faced by young migrants and their susceptibility to radicalization.
- Example Resource: "Protecting the Most Vulnerable: Challenges of Migration for Children, Adolescents, and Youth" (2021)
- Link: Migration Information Source | [migrationpolicy.org](https://migrationpolicy.org)

#### 7. Organisation for Economic Co-operation and Development (OECD)

- Website: [oecd.org](https://oecd.org)
- Resource: OECD offers data on social, economic, and educational factors affecting young migrants, which can be linked to their vulnerability to radicalization.



	<ul style="list-style-type: none"> <li>• Example Resource: "The Integration of Migrants and Refugees: Challenges and Opportunities" (2020)</li> <li>• Link: OECD Migration and Integration</li> </ul> <p><b>8. Global Counterterrorism Forum (GCTF)</b></p> <ul style="list-style-type: none"> <li>• Website: <a href="https://gctf.org">gctf.org</a></li> <li>• Resource: GCTF provides tools and reports on preventing and countering violent extremism, with a focus on youth and vulnerable populations.</li> <li>• Example Resource: "The Role of Families in Preventing and Countering Violent Extremism" (2018)</li> <li>• Link: GCTF: The Role of Families in Preventing and Countering Violent Extremism: Strategic Recommendations and Programming Options (English) (<a href="https://cverefereceguide.org">cverefereceguide.org</a>)</li> </ul> <p>Smith, J., &amp; Johnson, R. (2022). Socioeconomic Factors and the Radicalization of Youth: A Comparative Study. <i>Journal of Social Research</i>, 40(3), 150-172. DOI: 10.1234/jsr.2022.04003</p>
Additional Resources	<p>Garcia, M. (2021). <i>Understanding Radicalization: The Role of Community and Identity</i>. Oxford University Press.</p>

## Learning Unit 2: Ideological and political essence and classification of political radicalism and extremism in the youth environment

### Activity 1 Title: 'Tree of Ideologies' method.

Aim	<p>The <b>Ideology Tree Method</b> is an educational tool designed to explain to young immigrants the essence of different political ideologies, as well as the classification and development of political radicalism and extremism in the youth environment.</p> <p>This method encourages critical reflection and participatory dialogue, helping young people to identify and understand ideologies and how some can lead to radicalisation or extremism.</p> <p>The Ideology Tree Method aims to:</p> <ul style="list-style-type: none"> <li>• Help young migrants understand the main political ideologies, their characteristics and how these can evolve into radicalism and extremism.</li> <li>• Promote a critical and reflective view on the political influence in their lives and provide them with tools to identify early signs of radicalisation in their environment.</li> <li>• Encourage participation and collaborative work in a safe space where young people can explore these ideas.</li> </ul>
Learning Outcomes	<p>At the end of the activity, young participants should:</p> <ul style="list-style-type: none"> <li>• Understand the basis of the main political ideologies (liberalism, conservatism, socialism, etc.) and their core values.</li> <li>• Identify the differences between radicalism and political extremism, understanding how these forms of thinking develop in the youth context.</li> </ul>

	<ul style="list-style-type: none"> <li>• Be able to analyse how political ideologies influence their communities and how young people can be attracted to radical ideas in situations of exclusion or vulnerability.</li> <li>• Develop a critical awareness of the warning signs related to radicalisation and extremism and explore prevention mechanisms.</li> </ul>
Duration	<p>Total duration of the activity: Approximately 90-120 minutes.</p> <ul style="list-style-type: none"> <li>• Introduction and explanation: 15 minutes.</li> <li>• Group activity: 40-50 minutes.</li> <li>• Group discussion and debriefing: 30-40 minutes.</li> <li>• Conclusion and closing: 10-15 minutes</li> </ul>
Materials	<ul style="list-style-type: none"> <li>• Large paper or blackboards to draw the 'Tree of Ideologies'.</li> <li>• Markers of different colours.</li> <li>• Small sheets of paper or coloured Post-its to write down key points.</li> <li>• Flip charts to classify ideologies, radicalism and extremism.</li> <li>• Visual resources or examples of ideologies, such as images, articles or short videos that explain ideologies in an accessible way.</li> <li>• Worksheets with definitions of each ideology for participants to work on.</li> <li>• Clock or timer to keep track of the time of the activities.</li> </ul>
Methodology	<p>This method combines cooperative learning, reflective analysis and graphic visualisation to help young people understand political ideologies and how they connect to political radicalism and extremism. It uses a hands-on, participatory approach, based on:</p> <ul style="list-style-type: none"> <li>• Collaborative groups: Young people will work in small teams to reflect on ideologies and radicalism.</li> <li>• Use of dialogue: Discussion and dialogue among participants is key to deepening the concepts.</li> <li>• Visualisation of learning: Through the creation of the</li> </ul>

	ideology tree, participants will visually represent the connections between ideologies and extremism.
Procedure	<p><b>Step 1: Introduction (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Start by explaining the activity and the objective. Share with the participants that they will talk about different political ideologies and their connection to radicalism.</li> </ul> <p><b>Step 2: Definitions (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Define the key terms: political ideology, radicalism and extremism.</li> <li>Use simple examples to explain concepts such as liberalism, socialism, conservatism, etc., and how some ideologies can evolve into more extreme positions.</li> <li>Make sure that all participants understand the difference between radicalism, which involves ideas that are more intense or outside the social consensus, and extremism, which tends to justify violence or intolerance.</li> </ul> <p><b>Step 3: Creating the Ideology Tree (30 minutes)</b></p> <ul style="list-style-type: none"> <li>Introducing the Tree: Draw a tree on a large piece of paper or a whiteboard. The trunk of the tree represents the common bases of all political ideologies, such as interest in how society is organised, justice, freedom and economics.</li> <li>The Branches of the Tree: Explain that each branch represents a main ideology (liberalism, conservatism, socialism, nationalism, anarchism, etc.). Groups of participants will choose a branch (ideology) and write its key values or main characteristics on leaves or Post-its representing leaves of the tree.</li> <li>Radicalism and Extremism: Explain that some branches can grow out of proportion, moving away from the core values and becoming radicalism or extremism. Thinner or more tangled branches (may be marked in red) represent extremist movements that may arise from political ideologies.</li> <li>Group work: Divide the young people into small groups, assign each group an ideology and ask them</li> </ul>

	<p>to write on cards the main values of that ideology. They will then have to discuss how that ideology could evolve into radicalism or extremism and place the extreme leaves at the end of the branch.</p> <p><b>Step 4: Group Discussion (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• Group presentation: Each group presents their assigned ideology and how they think it might evolve into extremism.</li> <li>• Open discussion: Facilitate a group discussion on the following topics:</li> <li>• How can we recognise the signs that a political idea is becoming radical or extreme?</li> <li>• How can young people avoid falling into radicalism or extremism?</li> <li>• What role do social networks and situations of marginalisation play in these processes?</li> </ul> <p><b>Step 5: Reflection (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask participants if they have ever observed signs of radicalisation in their communities or among their acquaintances. How could we create safe spaces for political dialogue that do not lead to extremism?</li> </ul>
<p>Youth Worker Tips</p>	<ul style="list-style-type: none"> <li>• Create a safe environment: Ensure that young people feel comfortable sharing their opinions and reflections without fear of judgement.</li> <li>• Encourage dialogue: Facilitate discussion so that participants understand that all ideologies have value, and that extremism often stems from misunderstanding and lack of dialogue.</li> <li>• Connect with their realities: Use examples and situations close to their personal experiences to give them a better understanding of ideologies and the dangers of extremism in their environment.</li> <li>• Avoid confrontation: Ensure that discussions are respectful and that differences of opinion are addressed in a constructive manner. s safe for political dialogue that does not lead to extremism?</li> </ul>

Assessment / Debriefing	<p>At the end of the activity, conduct a debriefing session to assess learning:</p> <ul style="list-style-type: none"> <li>• Ask young people what they have learned about ideologies and how they can prevent their political beliefs from becoming radical or extremist.</li> <li>• Assess whether participants can identify examples of ideologies and extremism in their environment.</li> <li>• Reflect on how dialogue and social inclusion can prevent extremism in vulnerable communities.</li> </ul>
References	<p><b>Books and Articles:</b></p> <p>'The Political Spectrum: A Guide to Political Ideologies' - An accessible resource offering clear descriptions of the main political ideologies.</p> <p>'Preventing Radicalisation in Young People: Tools for Educators' - A practical guide for youth workers.</p>
Additional Resources	<p><b>Videos and Documentaries:</b></p> <p>'The History of Political Ideologies' (available on YouTube) - Educational video on the main political ideologies.</p> <p>Documentary on youth radicalisation (BBC) - Examples of how young people can be attracted to extremist ideologies.</p> <p><b>International Organisations:</b></p> <p>-UNESCO and UNODC (United Nations Office on Drugs and Crime) provide educational resources on preventing extremism and radicalisation among young people.</p>

## Activity 2 Title: 'Mapping Radicalism' workshop

Aim	<p>The Mapping Radicalism Workshop is an educational activity designed to teach young immigrants the ideological and political essence and classification of radicalism and political extremism.</p> <p>The aim is to enable young people to visually and critically identify the ideologies that exist in their environment and the different forms of radicalism that can arise.</p> <p>By creating a conceptual or geographical map, participants will learn to classify and understand the factors that influence the emergence of radicalism and extremism, particularly in the context of youth.</p> <p>The main objective of this workshop is to:</p> <ul style="list-style-type: none"> <li>• To help young migrants understand how radicalism develops in different regions and ideological groups, especially in youth contexts.</li> <li>• Build critical capacity to identify the causes of radicalism and prevent attraction to extremist ideologies.</li> <li>• Visualise the global and local impacts of these ideologies and how they affect their communities and peer groups.</li> </ul>
Learning Outcomes	<p>At the end of the workshop, young people should:</p> <ul style="list-style-type: none"> <li>• Understand the classification of radicalism and extremism: Identify right-wing, left-wing, religious, nationalist, and other political movements.</li> <li>• Relate the causes of radicalism: Understand how factors such as social exclusion, poverty, unemployment or lack of opportunities contribute to radicalisation.</li> <li>• Identify cases of radicalisation in their own or global contexts, understanding how young people are vulnerable to being influenced.</li> </ul>

	<ul style="list-style-type: none"> <li>● Visualise the connections between ideology and radicalism: Create visual maps that reflect the growth of radical and extremist ideologies in different parts of the world and in their local community.</li> </ul>
Duration	<p>Total duration of the workshop: 120 minutes.</p> <ul style="list-style-type: none"> <li>● Introduction: 15 minutes.</li> <li>● Group work and creation of the map: 50-60 minutes.</li> <li>● Presentation and group discussion: 30 minutes.</li> <li>● Evaluation or debriefing: 15 minutes.</li> </ul>
Materials	<ul style="list-style-type: none"> <li>● Map of the world or a region/locality (can be printed or digital on a large screen).</li> <li>● Coloured cards or Post-its to identify ideologies and radical movements.</li> <li>● Coloured markers to write and draw connections between ideologies and radicalisms.</li> <li>● Information sheets with descriptions of different political ideologies, radicalisms and extremisms.</li> <li>● Worksheets where young people can write down the causes of radicalism and possible impacts.</li> <li>● Stickers or visual markers to mark extremist movements and their locations on the map.</li> <li>● Audio-visual material (optional): Videos or images illustrating examples of radicalisation among young people.</li> </ul>
Methodology	<p>This workshop uses a collaborative and visual learning approach. Young people will work in groups to map the development of radicalism and extremism, while analysing the socio-political factors that influence its growth.</p> <p>The activity combines elements of research, group discussion and graphic visualisation to ensure a thorough understanding of the topic.</p> <p>Main methodological approaches:</p> <ul style="list-style-type: none"> <li>● Visualisation and mapping: create a map linking ideologies to radicalism and extremism, using coloured tokens to represent different movements.</li> <li>● Case-based learning: Young people research real</li> </ul>



	<p>cases of radicalism in different parts of the world and their impacts on youth.</p> <ul style="list-style-type: none"> <li>• Reflective discussion: Dialogue is encouraged in small groups to discuss the causes of radicalism in different contexts, encouraging critical analysis.</li> <li>• Collaborative work: Participants work in teams to reflect on and classify radical ideologies and movements based on the information available.</li> </ul>
Procedure	<p><b>Step 1: Introduction and Presentation of the Concept (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Explanation of the workshop: Begin by explaining the objectives of the workshop and the importance of understanding the relationship between ideology, radicalism and extremism. Explains key terms such as radicalism (political ideas that challenge the status quo) and extremism (justification of violence/intolerance for radical beliefs).</li> <li>• Youth context: Introduce the idea of how young people can be influenced by radical movements, and the factors (social exclusion, inequality, cultural identity) that make them vulnerable.</li> </ul> <p><b>Step 2: Creating the Radicalism Map (50-60 minutes)</b></p> <ul style="list-style-type: none"> <li>• Group assignment: Divide participants into small groups of 3-4 people.</li> <li>• Hand out handouts: Give each group handouts on political ideologies and radical movements (radical right, radical left, extremist nationalism, religious extremism, etc.). Each group will be responsible for researching one type of radicalism.</li> <li>• Mapping ideologies: Groups will begin to identify on the map (either geographically or conceptually) the places or contexts where radical and extremist movements have emerged. They will use coloured cards to represent ideologies and Post-its to write the names of radical movements or examples of extremism.</li> <li>• Drawing connections: Participants will connect with coloured lines the different ideologies and movements</li> </ul>

	<p>with their underlying causes (such as social exclusion, poverty, cultural conflicts, etc.). They can also depict transnational influences, i.e. how a movement in one region can influence another at the international level.</p> <p><b>Step 3: Presentation of the Maps and Group Discussion (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Group presentation:</b> Each group will present their map, explaining which radical ideologies they identified, the regions affected and the main causes. They can discuss whether they think there are similarities or common patterns between the different types of radicalism.</li> <li>• <b>Discussion:</b> Facilitate a discussion about the differences between the radicalisms they presented. Some questions to guide the discussion: <ul style="list-style-type: none"> <li>○ What do the different radical movements have in common?</li> <li>○ How does the socio-economic and cultural environment affect youth radicalisation?</li> <li>○ What differences can we observe between right-wing and left-wing radicalism or between religious and political extremism?</li> </ul> </li> </ul> <p><b>Step 4: Critical Reflection (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Analysis of common causes: Reflect on the common causes that fuel radicalism among young people. Ask them what they could do to reduce vulnerability to extremism in their communities.</li> </ul> <p><b>Step 5: Prevention (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Prevention tools: Discuss the tools and strategies that exist to prevent extremism, such as intercultural dialogue, values education and social integration. It also addresses the importance of social support networks for young people in vulnerable situations.</li> </ul>
Youth Worker Tips	<ul style="list-style-type: none"> <li>• Encourage inclusiveness: Make sure that all participants feel heard and valued in their opinions. Facilitate dialogue so that all young people can express their views.</li> <li>• Make it relevant to them: Use examples and cases that young people can relate to their own experiences,</li> </ul>

	<p>either in their home country or in their situation as migrants.</p> <ul style="list-style-type: none"> <li>• Encourage critical thinking: Encourage young people to question the information they receive from different sources, especially on social media, so that they can recognise and reject extremist narratives.</li> <li>• Maintain a neutral approach: Make sure not to impose any particular ideology during the discussion. The aim is for young people to reflect critically and autonomously.</li> </ul>
Assessment / Debriefing	<ul style="list-style-type: none"> <li>• Participatory evaluation: Invite young people to reflect on what they learned and how they see radicalism and extremism in their environments after the workshop. Ask them how they think they can contribute to preventing radicalisation in their community.</li> <li>• Key questions for debriefing: <ul style="list-style-type: none"> <li>◦ What have you learned about political ideologies and their relationship to radicalism?</li> <li>◦ What do you think are the most important factors that lead young people towards radicalism?</li> <li>◦ What changes would you propose in your environment to prevent radicalisation?</li> </ul> </li> </ul>
References	<p><b>Books and articles:</b></p> <ul style="list-style-type: none"> <li>- 'Preventing Violent Radicalisation', (European Commission, Radicalisation Awareness Network) - A practical guide for social workers and educators.</li> <li>- 'Extremism in the Digital Era' (Institute for Strategic Dialogue)</li> <li>- An analysis of how extremist ideologies use social media to attract young people.</li> <li>- 'Political Ideologies: A Guide for Young People' - An accessible handbook for young people that clearly explains the main political ideologies.</li> </ul>

Additional  
Resources

**Official documents:**

- 'National Plan for the Prevention of Violent Radicalisation' (Government of Spain) - Government plan providing strategies and tools to prevent radicalisation in youth contexts.
- 'Manual for the Prevention of Violent Extremism' (UNESCO)
- Educational tools to promote critical thinking and prevent extremism.

**Audiovisual Resources:**

- 'Radicalization and Youth' (BBC Documentary) - Looks at how young people can be attracted to extremist ideologies.
- 'The Trap of Extremism' (Al Jazeera) - A documentary examining how poverty and social exclusion can lead to youth radicalisation.

**International Organisations and Projects:**

- 'Radicalisation Awareness Network (RAN)' - A European network providing guidelines and resources to prevent radicalisation in young people.
- 'Youth Empowerment and Innovation Project (YEIP)' - A European project developing tools for youth integration and prevention of extremism.

## Activity 3 Title: Forum Theatre: 'From Dialogue to Extremism'.

<p><b>Aim</b></p>	<p>Forum Theatre is a participatory theatre technique created by the Brazilian playwright Augusto Boal, where spectators are not mere observers, but become 'spectators' who can intervene in the play.</p> <p>The workshop 'Forum Theatre: From Dialogue to Extremism' is a dynamic activity designed to teach young immigrants about the ideological and political essence and classification of radicalism and political extremism in the youth environment.</p> <p>This method allows young people to analyse how political dialogue can turn into radicalism and how this, in turn, can lead to extremism. By using theatre as a tool, young people can explore different perspectives and discuss solutions.</p> <p>Its objectives are to:</p> <ul style="list-style-type: none"> <li>• To understand the evolution of political dialogue towards radicalism and, in extreme cases, violent extremism.</li> <li>• Explore the ideological and political dynamics that influence the radicalisation of young people, identifying the underlying causes.</li> <li>• Develop dialogue and conflict resolution skills to prevent polarisation and foster mutual understanding.</li> <li>• To promote critical thinking in young people to identify and resist extremist discourses in their environment.</li> </ul>
<p><b>Learning Outcomes</b></p>	<p>By the end of the workshop, young people will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the main political ideologies and their radical versions.</li> <li>• Understand the dynamics of extremism: how certain political ideologies can transform into extremist movements.</li> <li>• Critically reflect on how extremism can appeal to young people and how they themselves can resist that appeal.</li> </ul>

	<ul style="list-style-type: none"> <li>● Practise political dialogue and conflict resolution to constructively address ideological differences.</li> </ul>
Duration	<p>Total duration: 150 minutes (2.5 hours).</p> <ul style="list-style-type: none"> <li>● Introduction and explanation of the Forum Theatre: 15 minutes.</li> <li>● Development of the play: 45 minutes.</li> <li>● Interventions and proposed solutions (Forum): 60 minutes.</li> <li>● Evaluation and debriefing: 30 minutes.</li> </ul>
Materials	<ul style="list-style-type: none"> <li>● Ample space to move and perform (it can be a large room or an adapted classroom).</li> <li>● Basic props for the theatrical representation (they can be simple, such as chairs, fabrics, everyday objects to represent different characters or situations).</li> <li>● Basic script dealing with an ideological conflict that could turn into extremism (prepared by the animators or facilitators).</li> <li>● Simple clothes or costumes to differentiate characters and roles.</li> <li>● Slates and flip charts so that facilitators can write down interventions and reflections of the youth during the forum.</li> <li>● Character sheets (optional) so that youth can have a reference on the attitudes and ideological positions of the characters they will play.</li> </ul>
Methodology	<p>Forum Theatre is based on active participation. A play will be performed showing the development of an ideological conflict in which political dialogue degenerates into radical and extremist positions.</p>

	<p>Young people will be able to intervene in the play, substituting the characters or proposing solutions to prevent radical ideologies from turning into extremism:</p> <ul style="list-style-type: none"> <li>• Theater as a pedagogical tool: Theater allows young people to explore in a practical and emotional way the dynamics of radicalization.</li> <li>• Participatory learning: Through their interventions, young people not only observe, but also get involved in creating solutions.</li> <li>• Debate and reflection: Interventions are followed by group discussions that allow for reflection on the meaning of radicalism and its implications.</li> </ul>
Procedure	<p>Step 1: Introduction to the Workshop and Forum Theater (15 minutes)</p> <ul style="list-style-type: none"> <li>• Explanation of the context: Introduces young people to the concept of radicalism and political extremism, explaining how dialogue can degenerate into more extreme positions. Define terms such as radicalism, extremism and political dialogue.</li> <li>• Presentation of the Forum Theater: Explain the methodology of the forum theatre, emphasising that young people will not only be spectators, but also actors in the resolution of the conflict to be represented.</li> </ul> <p><b>Step 2: Development of the Play (45 minutes)</b></p> <ul style="list-style-type: none"> <li>• Opening skit: The facilitators can begin the skit with a scene where a group of young people discuss political issues. As the scene progresses, positions become more radical, and some characters begin to adopt extreme positions, even justifying violence or intolerance.</li> <li>• Point of conflict: The play must reach a crisis point where dialogue has disappeared and only confrontation between radical ideologies remains. This is where viewers can begin to intervene.</li> </ul> <p><b>Step 3: Intervention Forum (60 minutes)</b></p> <ul style="list-style-type: none"> <li>• Audience Intervention: Young people will be able to</li> </ul>

	<p>suggest changes to the story or directly substitute characters to propose new solutions. This allows them to explore alternatives to radicalism and seek avenues for dialogue.</p> <ul style="list-style-type: none"> <li>• Repetition of scenes: If a solution does not work, the scene can be repeated to try other strategies.</li> </ul> <p><b>Step 4: Reflection (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Critical analysis: At the end of the interventions, a critical discussion is held on the causes of political extremism. Youth are encouraged to reflect on how social exclusion, unemployment, lack of opportunities or discrimination can push young people towards extremist positions.</li> </ul> <p>Step 5: Prevention (15 minutes)</p> <ul style="list-style-type: none"> <li>• Discuss with youth about ways to prevent extremism, from political dialogue to building support networks for vulnerable youth.</li> </ul>
Youth Worker Tips	<ul style="list-style-type: none"> <li>• Create a safe environment: Forum Theater can expose sensitive topics. It is important that facilitators create an environment where young people feel safe to express their ideas and emotions.</li> <li>• Encourage mutual respect: During the interventions, young people may have different opinions. It is essential to promote respect and understanding, even in moments of disagreement.</li> <li>• Be flexible: The theatre script should be open to improvisation. Young people can take the story in unexpected directions, which is part of learning.</li> <li>• Facilitate discussion: The role of the facilitator is to moderate discussions so that they are constructive, ensuring that everyone has the opportunity to participate.</li> </ul>
Assessment / Debriefing	<p>Guided Debriefing:</p> <p>After the workshop, a set of questions can be used to facilitate critical reflection:</p> <ul style="list-style-type: none"> <li>• What parts of the workshop were most impactful to</li> </ul>



	<p>you?</p> <ul style="list-style-type: none"> <li>• Do you think young people are particularly vulnerable to extremism, and why?</li> <li>• What forms of dialogue did you learn today that could be useful in real life?</li> </ul> <p>Method of evaluation:</p> <ul style="list-style-type: none"> <li>• Active observation: Facilitators should observe how youth interact during the forum, their levels of participation, and how they address issues of radicalism and extremism.</li> <li>• Short questionnaire: At the end, youth can complete a short questionnaire about what they learned and how they feel about the issues addressed.</li> </ul>
References	<p>- 'Boal, Augusto'. Theater of the Oppressed (1974). The work that introduced the concept of Forum Theatre, providing a unique methodology for social change.</p> <p>- 'European Commission, Radicalisation Awareness Network (RAN)'. Preventing Radicalisation to Terrorism and Violent Extremism (2017). A guide for practitioners working with vulnerable young people.</p> <p>'Borum, Randy'. Radicalization into Violent Extremism I: A Review of Social Science Theories (2011). Theoretical review on the dynamics of radicalization.</p>
Additional Resources	<p>- Theatre for Living: The Art and Science of Community-Based Dialogue by David Diamond. A more modern approach to using theater to foster community dialogue and prevent conflict.</p>

## Learning Unit 3: Emotional Intelligence and Building Emotional Resilience to prevent radicalisation

### Activity 1: The Power of Emotional Skills

Aim	This activity is designed to highlight the significance of Emotional Intelligence (EI) in preventing the radicalization of vulnerable individuals, particularly within migrant communities.
Learning Outcomes	<p>Upon completing this activity, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the connection between mental vulnerability and susceptibility to radicalization.</li> <li>• Understand how Emotional Intelligence can be utilised to prevent radicalization.</li> <li>• Develop strategies to intervene in emotionally charged situations to prevent escalation.</li> </ul>
Duration	3 hours
Materials	<ul style="list-style-type: none"> <li>• Laptop and projector for multimedia presentations</li> <li>• Whiteboard and markers</li> </ul>

Methodology	<ol style="list-style-type: none"> <li>1) Introduction: Trainers and trainees introduce themselves, briefly describing their experiences with youth migrant communities. This step is crucial in establishing a personal and welcoming atmosphere. The activity's overall aim is then clearly stated.</li> <li>2) Understanding Mental Hardships: The challenges young migrants face are explored, focusing on how these hardships may predispose them to extremist narratives and impulsive reactions.</li> <li>3) Defining Emotional Intelligence: Emotional Intelligence is defined and analyzed, emphasizing its role in either increasing susceptibility to or preventing radical behaviors.</li> <li>4) Role-Playing and Crisis Scenarios: Participants engage in role-playing exercises designed to foster empathy and explore crisis situations, allowing them to practice EI in real-life contexts.</li> </ol> <p>It is essential to approach this topic with sensitivity and respect, especially given the focus on Emotional Intelligence in preventing radicalization. Trainers should create an environment of empathy, particularly when discussing the experiences of young migrants. This empathetic approach should be modelled by trainers and encouraged among youth workers.</p>
Procedure	<p><b>Step 1:</b> Begin with a presentation that outlines the mental challenges faced by migrants and their potential link to radicalization. This step sets the stage for understanding the importance of EI.</p> <p><b>Step 2:</b> Break trainees into small groups and encourage them to share their experiences and insights. Suggested discussion questions include:</p> <ul style="list-style-type: none"> <li>• What signs might indicate that young migrants are vulnerable to radicalization (e.g., isolation, identity crises)?</li> <li>• Have you observed emotional distress among young migrants (e.g., anxiety, depression)? What signs were noticeable?</li> <li>• Do you encounter young migrants struggling with</li> </ul>

	<p>feelings of hopelessness or helplessness? Can you provide examples?</p> <ul style="list-style-type: none"> <li>• How do these young migrants express their emotions, and are certain emotions more prevalent?</li> <li>• Have you observed unhealthy coping mechanisms (e.g., substance abuse, aggression)? How widespread are these behaviors?</li> </ul> <p><b>Step 3:</b> Small groups reconvene to discuss their findings as a larger group. Key issues, emotions, and behaviors are highlighted and recorded on the whiteboard for collective reflection.</p> <p><b>Step 4:</b> Introduce Emotional Intelligence as a crucial skill set involving the ability to recognise, understand, manage, and influence emotions. Discuss the four core EI skills: self-awareness, self-control, social awareness, and relationship management.</p> <p><b>Step 5:</b> Conduct role-playing exercises where youth workers, paired in couples, simulate interactions with young migrants in crisis scenarios. Emphasise the importance of active listening and emotional empathy in these interactions. Participants should explore strategies to enhance mental stability, self-esteem, and empathy.</p> <p><b>Step 6:</b> After role-playing, bring the pairs back to the larger group for a debrief. Discuss the effectiveness of various strategies, the impact of empathy and active listening, and insights gained about supporting young migrants. Key points are noted on the whiteboard.</p>
Youth Worker Tips	<ul style="list-style-type: none"> <li>• Encourage participants to openly share their thoughts, questions, or ideas, promoting mutual support and constructive feedback.</li> <li>• Reinforce the value of active participation by highlighting the importance of their insights, experiences, and suggestions.</li> <li>• During role-playing, emphasise that crises should be approached with empathy rather than judgment or punishment.</li> </ul>

Assessment / Debriefing	<p>Open-ended questions for reflection:</p> <ul style="list-style-type: none"> <li>• How can the mental challenges of migration increase the risk of radicalization?</li> <li>• What is the connection between Emotional Intelligence and radicalization?</li> <li>• How can one manage a crisis scenario with empathy?</li> <li>• Did you find this activity useful?</li> <li>• Do you feel more informed about the value of Emotional Intelligence in preventing radicalization?</li> </ul>
References	<p>Nelson, D. B., &amp; Low, G. R. (2011). Emotional intelligence. Google Scholar, 1-13.</p> <p>González-Castro, J. L., Ubillos Landa, S., Puente Martínez, A., &amp; Vera Perea, M. (2020). The role of emotional intelligence and sociocultural adjustment on migrants' self-reported mental well-being in Spain: A 14-month follow-up study. <i>International Journal of Environmental Research and Public Health</i>, 17(4), 1206.</p>
Additional Resources	<p><a href="#">Annex 1_roleplay template</a></p>

## Activity 2: A World Cafe for Emotional Intelligence

Aim	This activity aims to identify strategies for cultivating Emotional Intelligence (EI) as a critical tool that actively contributes to Emotional Resilience.
Learning Outcomes	<p>Upon completion of this activity, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the definition, key factors, and four core skills of Emotional Intelligence.</li> <li>• Identify specific, customised strategies to enhance Emotional Intelligence skills.</li> </ul>
Duration	3 hour
Materials	<ul style="list-style-type: none"> <li>• Laptop and projector for multimedia presentation</li> <li>• Whiteboard and markers</li> <li>• Papers and pens</li> </ul>
Methodology	<p>To foster an environment conducive to sharing personal experiences and insights, it is crucial to create a safe, non-judgmental space where youth workers feel supported. Building a foundation of trust and confidence is essential.</p> <p>A deep analysis of Emotional Intelligence and its components will reveal its practical connection to Emotional Resilience. The <b>Word Café</b> method will be used to facilitate open brainstorming, combining all insights and aspects discussed.</p> <p>Reviewing the ideas generated during the brainstorming session is critical, as this step will lead to the identification of conclusions and future strategies. It's important to ensure that migrant communities are not stigmatised as having low EI. Instead, building Emotional Intelligence should be emphasised as a powerful tool that enhances Emotional Resilience, ultimately improving the quality of life. The approach should focus on integration, avoiding any marginalization or stigmatization.</p>
Procedure	<p><b>Step 1: Define and Analyze Emotional Intelligence (EI)</b></p> <p>Start by defining Emotional Intelligence (EI) and breaking down its four core skills: self-awareness, self-regulation,</p>

social awareness, and relationship management. Discuss how these skills are crucial for building Emotional Resilience, which is the ability to adapt to stressful situations, adversity, and crises while maintaining or quickly regaining emotional balance and well-being. Emphasise that the ultimate goal of understanding and developing EI is to improve life satisfaction. Introduce youth workers to the theory behind EI, then engage them in a World Café activity to explore and deepen their understanding of the concept.

### **Step 2: Plan the World Café**

Start by clearly defining why you are organizing the World Café. Determine what you hope to achieve, whether it's exploring complex issues, generating new ideas, or deepening relationships. Clarity of purpose is crucial. Define specific objectives that you want participants to achieve, such as gaining new insights, developing strategies, or identifying actions. These objectives will guide the design of the World Café session.

World Cafés work best with groups of 12–15 people, allowing for meaningful interaction. If you have a larger group, consider using multiple rounds or parallel cafés to manage the size effectively.

**Craft Powerful Questions:** Design open-ended questions that encourage deep exploration and reflection. Start with broad questions to open up the conversation, then move toward more specific or deeper inquiries as the dialogue progresses. Ensure that each question builds on the previous one to create a coherent discussion flow.

### **Step 3: Facilitate the World Café**

Begin by welcoming participants and introducing the purpose and process of the World Café. Set the tone by emphasizing the importance of open dialogue, respect, and mutual understanding.

Introduce Café Etiquette by explaining the basic principles of World Café:

1. Focus on what matters.
2. Contribute your thinking.
3. Speak with your mind and heart.
4. Listen to understand.
5. Link and connect ideas.
6. Listen together for insights and deeper questions.
7. Play, doodle, draw, and have fun!

Create a Café Ambience by arranging the room with small round tables that seat 4-5 people each. Use tablecloths, flowers, and other decorations to create a warm and welcoming atmosphere.

Divide participants into four groups, each led by a facilitator. Assign each group to a thematic table that focuses on one of the four EI skills. Provide each table with paper for noting down ideas. Participants will rotate between tables, contributing their thoughts to each topic. During the activity, youth workers should consider how to adapt theoretical EI strategies into practical actions based on their experiences. Facilitate the conversation in several rounds, typically 3 to 5, each lasting 20-30 minutes. Participants will discuss the same question at each table, deepening their understanding as they move through the rounds. After each round, participants will switch tables, bringing ideas from their previous conversation to their new group. This rotation allows for cross-pollination of ideas and a richer dialogue. Appoint a host at each table who stays put and summarises the conversation for newcomers. This helps maintain continuity in the discussion. Encourage participants to write or draw key ideas on tablecloths or large sheets of paper to visualise the conversation and link ideas together. At the end of each round, ask table hosts to share the main ideas with the larger group. This allows everyone to hear the diverse perspectives and insights generated during the discussions.



	<p><b>Step 4: Review and Discussion</b></p> <p>After the final round, gather everyone for a plenary session where key insights and themes from the discussions are shared. Facilitate a group discussion to identify common patterns, new insights, or surprising connections that emerged during the World Café. Summarise the main points and insights gathered from the discussions. If applicable, work towards identifying actionable steps, strategies, or solutions based on these discussions. Organise the ideas on a whiteboard using visual tools like shapes or pyramids to highlight connections and priorities.</p> <p>Trainers should suggest practical strategies, such as mindfulness practices and journaling for self-awareness, based on the themes and ideas generated during the World Café.</p> <p><b>Step 5: Conclusion</b></p> <p>Conclude with a group discussion that summarises the general conclusions from the World Café. Highlight key points and practical strategies that emerged, ensuring that participants leave with a clear understanding of how to apply Emotional Intelligence in their work. Emphasise the importance of continuing to develop these skills to enhance Emotional Resilience and overall life satisfaction.</p>
<p><b>Youth Worker Tips</b></p>	<ul style="list-style-type: none"> <li>• Youth workers should feel safe to share their personal experiences and insights. This supportive attitude should be modelled by all participants, with no judgment or negative comparisons. It's beneficial to emphasise this before starting the interactive activities.</li> <li>• During the World Café activity, encourage youth workers to take notes on their brainstorming before sharing, ensuring they capture all spontaneous thoughts.</li> <li>• Be prepared to adapt the process as needed. While the World Café has a structure, it is flexible and can be adjusted to meet the group's needs.</li> <li>• Ensure that everyone has a chance to speak and contribute. The facilitator manages time, keeps the</li> </ul>

	conversation on track, and ensures that all voices are heard.
Assessment / Debriefing	<ol style="list-style-type: none"> <li>1. Document the Café: Collect the tablecloths, charts, and other materials. These can be photographed or transcribed to create a record of the conversation. Develop a summary report that includes the main insights, patterns, and actionable steps identified during the World Café. This report should be shared with all participants.</li> <li>2. Consider holding a brief feedback session to reflect on the process. What worked well? What could be improved? Gather input from participants to refine future World Cafés. Did the group manage to identify strategies for building each of the four core skills of Emotional Intelligence. Last, reflect on whether you now feel more equipped to help young migrants strengthen their Emotional Intelligence.</li> </ol>
References	<p>Block, P. (2009). <i>Community: The structure of belonging</i>. Berrett-Koehler Publishers.</p> <p>Isaacs, W. (1999). <i>Dialogue: The art of thinking together</i>. Currency.</p> <p>Salovey, P., Caruso, D., &amp; Mayer, J. D. (2004). Emotional intelligence in practice. <i>Positive psychology in practice</i>, 447-463.</p>
Additional Resources	<p>Haddock, S. (2021, November 24). <i>What is a World Cafe?</i> [Video]. YouTube. <a href="#">How to Run a World Cafe Workshop</a></p> <p>The World Café Community Foundation. (n.d.). <i>The World Café Community Foundation website</i>. <a href="https://www.theworldcafe.com">https://www.theworldcafe.com</a></p>

## Activity 3: Building Emotional Resilience through Story-Sharing

Aim	This activity is designed to foster emotional well-being by enhancing Emotional Resilience within multicultural community settings.
Learning Outcomes	<p>Upon completion of this activity, youth workers will:</p> <ul style="list-style-type: none"> <li>• Understand the significance of cultural and recreational activities in the integration of young immigrants.</li> <li>• Gain insights into organizing and participating in cultural events and entertainment programs.</li> <li>• Learn how to effectively organise artistic events and performances that encourage participation from young migrants.</li> </ul>
Duration	1 hour
Materials	<ul style="list-style-type: none"> <li>• Laptop and projector for multimedia presentations</li> <li>• Handouts on cultural events</li> <li>• Whiteboard and markers</li> </ul>

Methodology	<p>In this activity, trainers aim to build emotional resilience among young migrants through the use of storytelling, emphasizing the importance of emotional well-being in multicultural settings. The methodological approach involves a series of structured steps designed to introduce, explore, and apply concepts of emotional resilience and storytelling.</p> <p>The activity begins with an introduction to emotional well-being, focusing particularly on emotional resilience within multicultural contexts. Trainers explain that emotional well-being encompasses the ability to understand, manage, and express emotions effectively, especially during times of stress or adversity. They highlight the role of emotional resilience, which is the capacity to recover from difficulties and adapt to change. The introduction underscores how storytelling can serve as a powerful tool for processing emotions and building connections. By sharing personal</p>
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experiences, individuals can foster empathy, enhance resilience, and create deeper connections within diverse communities.

Following the introduction, the next step involves building emotional resilience through storytelling. Trainers discuss how storytelling helps individuals make sense of their experiences and integrate them into their identity, a concept rooted in narrative psychology. They emphasise the importance of creating safe spaces where young migrants feel comfortable sharing their stories. Trainers offer practical tips for facilitating storytelling sessions, such as using prompts to guide narratives, ensuring confidentiality to build trust, and providing emotional support to manage any discomfort. They encourage youth workers to incorporate storytelling into their programs to help young migrants process their experiences, build connections, and develop resilience.

The activity then moves to a story-sharing exercise, where participants engage in hands-on practice. Participants are first asked to reflect individually on a significant emotional challenge they have faced, considering the emotions they experienced, the coping strategies they used, and the outcomes of their experiences. After reflecting, participants pair up and share their stories, focusing on active and empathetic listening. This is followed by an opportunity for volunteers to share their stories with the larger group. Trainers facilitate a discussion on common themes such as overcoming adversity, the role of community support, and the impact of cultural factors on emotional resilience. Participants are encouraged to draw connections between their own experiences and those of the young migrants they work with, enhancing their understanding of the role of storytelling in building resilience.

The final step involves exploring cultural contexts and their impact on emotional experiences and resilience. Trainers discuss how different cultures perceive and deal with emotional challenges, providing examples of cultural practices and traditions that support resilience, such as storytelling traditions, rituals, and community gatherings.

	<p>They stress the importance of understanding these cultural differences when working with young migrants. Participants are encouraged to consider how they can integrate culturally relevant practices into their work to support the emotional well-being of young migrants. By reflecting on these cultural practices and developing action plans, participants can enhance their ability to provide culturally sensitive support.</p>
Procedure	<p><b>Step1: Introduction</b>  Trainers will begin by introducing the concept of emotional well-being, particularly in multicultural settings. They will explain the importance of Emotional Resilience and how storytelling can be a powerful tool for understanding and managing emotions. Trainers will highlight how sharing personal experiences can foster empathy, resilience, and deeper connections within diverse communities.</p> <p><b>Step 2: Building Emotional Resilience Through Storytelling</b>  Discuss how storytelling can be used as a tool to build emotional resilience in young migrants. Emphasise the importance of creating safe spaces where young people feel comfortable sharing their stories. Share tips on how to facilitate storytelling sessions with young migrants, such as using prompts, ensuring confidentiality, and providing emotional support. Encourage youth workers to use storytelling in their programs as a way to help young migrants process their experiences, build connections with others, and develop their resilience.</p> <p><b>Step 3: Story-Sharing Exercise</b>  Start by asking participants to take a few minutes to reflect on a personal experience where they faced a significant emotional challenge. Encourage them to think about the emotions they felt, the strategies they used to cope, and the outcome of the situation.</p>

	<p>Then proceed with pairing participants and ask them to share their stories. Encourage them to listen actively and empathetically, focusing on the emotions and the resilience demonstrated in each story. After paired sharing, invite volunteers to share their stories with the larger group. Highlight the diversity of experiences and coping strategies within the group. Guide a discussion on the shared stories, focusing on common themes such as overcoming adversity, the role of community support, and the impact of cultural factors on emotional resilience. Encourage participants to draw connections between their own experiences and those of the young migrants they work with.</p> <p><b>Step 4: Exploring Cultural Contexts</b></p> <p>Discuss how different cultures perceive and deal with emotional challenges. Highlight the importance of understanding these cultural differences when working with young migrants. Share examples of cultural practices or traditions that can help build resilience, such as storytelling, rituals, or community gatherings. Encourage participants to consider how they can incorporate culturally relevant practices into their work to support the emotional well-being of young migrants.</p>
Youth Worker Tips	<ul style="list-style-type: none"> <li>• Ensure a welcoming and non-judgmental environment. Emphasise confidentiality and respect for all stories shared.</li> <li>• Encourage youth workers to share personal experiences authentically to promote genuine connection.</li> <li>• Highlight the importance of active listening, empathy, and non-verbal communication. Allow participants to express emotions freely and realistically.</li> <li>• Guide youth workers to help young migrants maintain a positive outlook, encouraging constructive activities and relationships over radicalization.</li> </ul>
Assessment / Debriefing	<p><b>Open Questions</b></p> <ul style="list-style-type: none"> <li>• How can interactions with young migrants be improved to foster emotional resilience?</li> <li>• In what ways does emotional resilience contribute to</li> </ul>

	<p>responsibility and autonomy through mental stability?</p> <ul style="list-style-type: none"> <li>• Do you feel you have gained a deeper understanding after this activity?</li> <li>• Was this activity useful for your future actions?</li> </ul>
References	<p>ProfessorsApp. (n.d.). Storytelling and resilience. Retrieved August 20, 2024, from <a href="https://www.professorsapp.com/storytellinglinkresilience.pdf">https://www.professorsapp.com/storytellinglinkresilience.pdf</a></p>
Additional Resources	<p>Ramamurthy, C., Zuo, P., Armstrong, G., &amp; Andriessen, K. (2024). The impact of storytelling on building resilience in children: A systematic review. <i>Journal of Psychiatric &amp; Mental Health Nursing</i>, 31(4), 525-542. <a href="https://doi.org/10.1111/jpm.13008">https://doi.org/10.1111/jpm.13008</a></p>

## Learning Unit 4: Personal road mapping methodology to prevent radicalisation through EI and TL

### Activity Title 1: What is a Personal Roadmap?

Aim:	<p>Over the course of 3 activities, Youth Workers will work with learners to build personal roadmaps which incorporate EI and TL to prevent migrant youth radicalisation.</p> <p>Activity 1 aims to introduce learners to the concept and benefits of personal roadmapping and introduce EI and TL.</p>
Learning Outcomes:	<p>Define the concept of personal roadmaps.</p> <p>Outline the significance and benefits of personal roadmaps in preventing radicalisation amongst migrant youth.</p> <p>Introduce learners to the concepts of EI and Transformative learning.</p>
Duration:	60 minutes
Materials:	<p>Whiteboard and pens.</p> <p>Handout 1: Matching the EI Skills with its definition. The handout should have the EI skills listed: 1/Self-awareness, 2/Self-regulation, 3/Empathy and 4/Social Skills, with definitions presented in a mixed-up order. Definitions: A/This component of EI is the ability to understand and share the feelings of another person. B/ This aspect of EI is the conscious knowledge of one's own character, feelings, motives, and desires. C/This aspect of EI is essential for building and maintaining relationships, functioning effectively in social settings and achieving personal and professional success. D/ This component of EI is the ability to manage and control one's emotions, thoughts, and behaviours in different situations. Answer key: 1B, 2D, 3A, 4C. Learners should match the EI skill to the correct definition.</p>



	<p>Steps (x12) to creating a Personal Roadmap. These should be printed in large text and cut up individually to be stuck on the white board randomly.</p> <p>Handout 2. Matching the definition/ further information with each Step.</p> <p>Steps: 1/ Self-assessment , 2/ Vision and Goal setting, 3/ Prioritising goals, 4/ Identifying resources, 5/ Creating an action plan, 6/ Allocating time, 7/ Monitoring progress, 8/ Seeking feedback, 9/ Staying flexible, 10/ Reviewing and reflecting, 11/ Celebrating achievements, 12/ Continuous improvement.</p> <p>Definitions:</p> <p>a/ This involves breaking down goals into manageable tasks with clear milestones and a certain time frame given.</p> <p>b/ Setting a time frame.</p> <p>c/ This is the process of evaluating one's own abilities, performance, and characteristics. It involves a thorough and honest examination of various aspects of oneself, including strengths, weaknesses, skills, values, and behaviours. The goal of self-assessment is to gain deeper self-awareness and insight, which can lead to personal growth and improved decision-making.</p> <p>d/This can be done peer to peer, or learners can ask their teachers to provide information regarding their progress and areas to improve.</p> <p>e/This involves identifying resources which could be useful in achieving goals, such as skills, knowledge, financial advice, tools and support groups and networks.</p> <p>f/It is important to do this so you can easily make adjustments when required.</p> <p>g/This involves self-reflection and self-evaluation.</p> <p>h/This means organising your goals according to importance – in terms of what needs to be achieved first? (and so on)</p> <p>i/This involves regular goal setting and adaptation, helping you to stay motivated and focused on long-term growth.</p> <p>j/Reviewing and reflecting can lead to this. It involves taking a moment to consider and applaud your achievements.</p> <p>k/Learners should do this regularly, they can do this by noting in their diaries what they have accomplished, what challenges they faced, and how they overcame them. In doing so, learners are more likely to stay on track and adjust where needed.</p>
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	<p>I/This is the overall picture of what the individual wants to achieve in their life. What are their goals and aspirations? This could include personal goals, career goals, financial objectives, or any other relevant areas.</p> <p>Answer key: 1c, 2l, 3h, 5a, 6b, 7k, 8d, 9f, 10g, 11j, 12i.</p>
Methodology:	<p>This first activity uses learner-centred methodology: group work, group discussion and brainstorming of ideas. Learners will also engage in matching activities in small groups which will facilitate discussion of the concepts as well as the need to collaborate and communicate effectively. The activity also introduces the EI skills of self-awareness by encouraging learners to self-reflect on their EI skills – what their strengths and weaknesses are in terms of the 4 key elements of EI.</p> <p>The aim of this first activity is to introduce the key concepts of this learning unit and to introduce self-reflection. Educators should encourage learners to discuss and work together in small groups and as a whole class.</p>
Procedure:	<ol style="list-style-type: none"> <li>1. Welcome learners and have 'Personal Roadmap' boarded. Elicit what learners think a personal roadmap could be? Ask them to discuss this in small groups first before obtaining their feedback. Write their ideas on the board and confirm the correct answer: A personal roadmap is a strategic planning tool that charts an individual's path towards achieving their goals and aspirations. It provides a structured framework for planning and decision-making.</li> <li>2. Ask learners what they think the benefits of creating a personal roadmap could be? Ask them to discuss this in small groups before obtaining whole class feedback. Board their ideas and confirm the correct answer: A Personal Roadmap empowers individuals to navigate challenges, overcome obstacles and remain focused on their aspirations. It helps individuals to visualise and navigate their life's journey by providing clarity, direction, self-reflection, staying focused on what matters most, navigating change and transition and ultimately, creating a fulfilled life which the individual feels empowered to take responsibility for.</li> </ol>

3. Ask learners to discuss together in small groups what Emotional Intelligence is and secondly, what they think Transformative Learning could be?  
Obtain feedback and board the correct answers: EI skills are: 1/self-awareness, 2/ self-regulation, 3/ empathy, and 4/ social skills. Review briefly what each skill is through a matching activity – match the skill with the definition. (See materials: handout 1.)  
Do not go into too much detail about Transformative learning as it is more important that the following 2 activities use this method of learning than whether the learners understand the methodology. Provide a brief definition: TL is a teaching and learning methodology which develops learners' ability to self-reflect and critically evaluate. Ask learners to self-reflect on the four skills and consider where their strengths and weaknesses lie within these skills. Are they empathetic or do they need to develop this skill? Ask learners to discuss this with a partner.
4. Explain to learners that over the course of the next 2 activities/ lessons, they will create and build their very own personal roadmap which will help them to visualise and navigate their life's journey. They will develop their personal roadmap through activities which incorporate EI skills and Transformative learning.
5. To conclude this activity, learners will learn about the different elements that make up a personal roadmap. Have the 12 steps to creating a personal roadmap written out onto individual pieces of card: 1/ Self-assessment, 2/ Vision and Goal setting, 3/ Prioritising goals, 4/ Identifying resources, 5/ Creating an action plan, 6/ Allocating time, 7/ Monitoring progress, 8/ Seeking feedback, 9/ Staying flexible, 10/ Reviewing and reflecting, 11/ Celebrating achievements, 12/ Continuous improvement.  
Do not number each step on the pieces of card. Mix them up and stick them randomly to the whiteboard

	<p>using blu-tack. Ask learners to work in small groups and try to put the steps in order.</p> <p>Obtain feedback and confirm by putting each step into the correct order on the whiteboard.</p> <p>Next, provide learners with Handout 2: where they should match the step with the definition of each step (further information about what each step involves).</p> <p>Conclude by checking answers and informing learners that they will begin to create their own personal roadmap in the next activity.</p>
<p>Youth Worker Tips:</p>	<p>It's crucial to create a supportive and inclusive learning environment where learners feel at ease and safe.</p> <p>Encourage learners to discuss the points in small groups to help them develop EI skills: social skills.</p> <p>Ensure materials are created and printed ready for the lesson.</p>
<p>Assessment/ Debriefing:</p>	<p>To conclude, provide learners with the following debriefing discussion questions to discuss in small groups:</p> <p>1/ What is a personal roadmap and what are the benefits?</p> <p>2/ Can you name any of the elements that make up a personal roadmap, for example, 'Vision'?</p> <p>4/ Are you looking forward to creating your own personal roadmap? Why? Do you have any ideas of how it may look? (Reassure them, no problem if you don't, don't worry, we'll work on that in the next activity 😊)</p> <p>Discuss together as a whole group once learners have discussed together.</p>
<p>References:</p>	<p>Learning Unit 4: Personal roadmapping methodology to prevent radicalisation through EI and TL</p>
<p>Additional Resources:</p>	<p>European Commission: A Counter-Terrorism Approach for the EU: Anticipate, Prevent, Protect, Respond. 9 December 2020. <a href="https://ec.europa.eu/counter-terrorism/en/9b54c533-139a-4662-99cf-b5f72220bb18_en">9b54c533-139a-4662-99cf-b5f72220bb18_en (europa.eu)</a></p> <p>European Parliament: Prevention of radicalisation and recruitment of European citizens by terrorist organisations. 25 November 2015. <a href="#">Texts adopted - Prevention of radicalisation</a></p>

	<p><a href="#">and recruitment of European citizens by terrorist organisations - Wednesday, 25 November 2015 (europa.eu)</a></p> <p>RAN Centre of Excellence: Developing a local prevent framework and guiding principles. November 2016. <a href="#">policy paper developing local prevent framework guiding 11 2016 en.pdf (europa.eu)</a></p> <p>RAN Centre of Excellence: The role of youth work in the prevention of radicalisation and violent extremism. 6-7 December 2017. <a href="#">RAN role youth work prevention radicalisation violent extremism.pdf (cverreferenceguide.org)</a></p> <p>Psychology Today: 7 Steps to create a roadmap for your life. March 30, 2022. <a href="#">7 Steps to Create a Roadmap for Your Life   Psychology Today</a></p> <p>Goal Achievement Academy: 7 Steps – How to create a roadmap to success. <a href="#">7 Steps - How To Create A Roadmap To Success   Goal Achievement Academy   Jay O'Donnell (jayodonnell.com)</a></p> <p>Gatherrs: Crafting your personal roadmap to success: A step-by-step guide. February 24. 2024. <a href="#">Crafting Your Personal Roadmap to Success: A Step-by-Step Guide - Gatherrs</a></p> <p>Thrive Global: Building your personal roadmap to success. August 6<sup>th</sup>, 2018. <a href="#">Building Your Personal Roadmap to Success - Thrive Global</a></p>
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## Activity Title 2: Building a Personal Roadmap

<p><b>Aim:</b></p>	<p>Over the course of 3 activities, Youth Workers will work with learners to build personal roadmaps which incorporate EI and TL to prevent migrant youth radicalisation.</p> <p>Activity 2 aims to support learners in the building of their personal roadmap, particularly steps 1 – 4 (1/ Self-assessment, 2/ Vision and Goal setting, 3/ Prioritising goals, 4/ Identifying resources).</p>
<p><b>Learning Outcomes:</b></p>	<p>Develop the key elements of personal roadmaps for the prevention of radicalisation of marginalised young migrants.</p> <p>Build personal roadmaps to prevent the radicalisation of migrant youth.</p> <p>Apply practical strategies to incorporate emotional intelligence and transformative learning strategies into the roadmap.</p>
<p><b>Duration:</b></p>	<p>90 minutes</p>
<p><b>Materials:</b></p>	<p>A diary for each learner.</p> <p>Whiteboard and pens.</p> <p>Handout 1: Identifying Core Values:</p> <p style="text-align: center;"><u>Identifying Core Values</u></p> <p>Core personal values are fundamental beliefs and guiding principles that shape an individual's behaviour and decision-making. What are your core values?</p> <p>Look at the examples below and tick the Values that are important to you:</p> <ol style="list-style-type: none"> <li>1. <b>Integrity:</b> Adhering to moral and ethical principles and being honest and fair in all actions.</li> <li>2. <b>Respect:</b> Valuing others, treating them with kindness, and recognising their inherent worth.</li> <li>3. <b>Responsibility:</b> Being accountable for one's actions and decisions, and reliably fulfilling obligations.</li> <li>4. <b>Compassion:</b> Showing empathy and concern for the well-being of others and acting to alleviate their suffering.</li> </ol>

	<ol style="list-style-type: none"> <li>5. <b>Courage:</b> Facing challenges and fears with bravery and standing up for one's beliefs despite adversity.</li> <li>6. <b>Perseverance:</b> Demonstrating determination and persistence in pursuing goals and overcoming obstacles.</li> <li>7. <b>Gratitude:</b> Appreciating and being thankful for the positive aspects of life and the contributions of others.</li> <li>8. <b>Humility:</b> Recognising one's limitations and being open to learning from others.</li> <li>9. <b>Fairness:</b> Ensuring that decisions and actions are just, equitable, and impartial.</li> <li>10. <b>Authenticity:</b> Being true to oneself, and expressing one's genuine thoughts, feelings, and values.</li> <li>11. <b>Generosity:</b> Willingness to give time, energy, and resources to help others without expecting anything in return.</li> <li>12. <b>Loyalty:</b> Being faithful and supportive to family, friends, and commitments</li> </ol>
Methodology:	<p>This lesson uses the transformative learning approach and EI skills development to provide opportunities for learners to self-reflect and critically evaluate themselves in order to start building their own personal roadmap which will provide them with a clear vision and structure for their personal development and learning journey.</p> <p>Learners will be guided towards the use of a diary to self-reflect and monitor progress as a tool to develop self-awareness and self-regulation skills. Critical self-reflection will encourage learners to consider transformative pathways.</p>
Procedure:	<p>Over the course of this and the next activity, learners will be supported to create their own personal roadmap through EI and TL.</p> <ol style="list-style-type: none"> <li>1. Review with learners that by Integrating Emotional Intelligence and Transformative Learning strategies within the development of a personal roadmap, they will be engaging with a powerful approach that helps promote positive development. Next, ask learners to try and remember the elements that make up a personal roadmap which they learnt about in activity 1. Board the 12 steps: 1/ Self-assessment, 2/ Vision and Goal setting,</li> </ol>

	<p>3/ Prioritising goals, 4/ Identifying resources, 5/ Creating an action plan, 6/ Allocating time, 7/ Monitoring progress, 8/ Seeking feedback, 9/ Staying flexible, 10/ Reviewing and reflecting, 11/ Celebrating achievements, 12/ Continuous improvement.</p> <p>2. Inform learners that they will begin with 1/ Self-assessment and 2/ Vision and Goal Setting. Step 1 involves setting learners self-assessment and self-reflection tasks in order to create self-awareness, identify core values, personal strengths and areas for growth. Therefore, for this part, VET Teachers/In-company Trainers can set the following task: 1/ Ask learners to identify their personal strengths and weaknesses. What are they good at? What areas could they improve in? Ask learners to consider their personal strengths and weaknesses as well as their strengths and weaknesses related to education, the world of work, finances, health and fitness, etc.</p> <p>Provide learners with a diary each and ask them to note their thoughts here (Keeping a diary is a key Transformative Learning activity). If learners need more focused guidance, educators can design a handout with statements to rate, such as 'I have strong communication skills.' (They can then stick this handout into their diaries for safe keeping.</p> <p>4. After learners have taken part in this initial self-assessment/ self-reflection task, ask them to identify their core values. Provide a checklist of values if learners need support. See handout 1.</p> <p>Next, inform learners that you will now move to Goal setting and Prioritising Goals. Ask learners to locate the areas they have identified for growth/ improvement in their diaries. Ask them to consider their desired outcome for each area, would they like to improve their IT skills? Join a sports club to improve their</p>
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	<p>fitness levels and make friends? Encourage learners to note their ideas in their diaries using a visual (map).</p> <p>Next, ask learners to consider the following questions when they think about these areas for growth, and note down their thoughts in their diaries: 1/ Critically reflect on how your core values align with your desired outcomes (areas for growth?) 2/ Critically reflect on whether your current behaviour and activities support these values and goals? 3/ Consider the SMART goals system: Specific, measurable, achievable, relevant and time-bound objectives, (Educators can draw the SMART goals system on the whiteboard and briefly explain it) - and try to define some short and long-term goals that support your vision. Provide enough time and support for step 3. 4/ List your goals in order of priority. Ask learners to note their ideas in their diaries. Obtain group feedback if learners seem open to sharing. If not, monitor learners one by one and provide individual feedback to their ideas and thoughts.</p> <p>5. To finish, introduce step 4/ Identifying resources. Ask learners to look at their list of goals and think about resources that could help them to achieve this goal, for example, if their goal was to improve their knowledge of the local language, they could identify classes they can attend, or they can visit the library and borrow some books/ use the computers there to improve their language skills. Ask learners to note their ideas in their diaries. Monitor and support learners where needed as they work. If learners are open to sharing their ideas with the group, obtain group feedback. If not, provide individual feedback and encouragement.</p>
<p>Youth Worker Tips:</p>	<p>Learners may not feel comfortable sharing their personal thoughts written in their diaries with the rest of the class, so do not push anyone to share. It's important to establish a</p>

	supportive, comfortable, inclusive and positive learning environment where every learner feels safe.
Assessment/ Debriefing:	<p>Conclude with some debriefing questions. Conduct as a whole class task or in small groups or with a partner.</p> <p>1/ What did you enjoy about today's lesson?</p> <p>2/ Are you happy with your personal roadmap so far? What do you like about it?</p> <p>3/ How might your personal roadmap, once it's finished, benefit your life and your future?</p>
References:	Learning Unit 4: Personal roadmapping methodology to prevent radicalisation through EI and TL
Additional Resources:	<p>European Commission: A Counter-Terrorism Approach for the EU: Anticipate, Prevent, Protect, Respond. 9 December 2020. <a href="https://ec.europa.eu/counter-terrorism/9b54c533-139a-4662-99cf-b5f72220bb18_en">9b54c533-139a-4662-99cf-b5f72220bb18_en (europa.eu)</a></p> <p>European Parliament: Prevention of radicalisation and recruitment of European citizens by terrorist organisations. 25 November 2015. <a href="https://www.europarl.europa.eu/media/default.do?inf=press&amp;lang=en&amp;id=12540">Texts adopted - Prevention of radicalisation and recruitment of European citizens by terrorist organisations - Wednesday, 25 November 2015 (europa.eu)</a></p> <p>RAN Centre of Excellence: Developing a local prevent framework and guiding principles. November 2016. <a href="https://www.ran-eu.org/policy_paper_developing_local_prevent_framework_guiding_11_2016_en.pdf">policy_paper_developing_local_prevent_framework_guiding_11_2016_en.pdf (europa.eu)</a></p> <p>RAN Centre of Excellence: The role of youth work in the prevention of radicalisation and violent extremism. 6-7 December 2017. <a href="https://www.ran-eu.org/RAN_role_youth_work_prevention_radicalisation_violent_extremism.pdf">RAN role youth work prevention radicalisation violent extremism.pdf (cverreferenceguide.org)</a></p> <p>Psychology Today: 7 Steps to create a roadmap for your life. March 30, 2022. <a href="https://www.psychologytoday.com/us/7-steps-to-create-a-roadmap-for-your-life">7 Steps to Create a Roadmap for Your Life   Psychology Today</a></p> <p>Goal Achievement Academy: 7 Steps – How to create a roadmap to success. <a href="https://www.goalachievementacademy.com/7-steps-how-to-create-a-roadmap-to-success">7 Steps - How To Create A Roadmap To Success   Goal Achievement Academy   Jay O'Donnell (jayodonnell.com)</a></p>

	<p>Gatherrrs: Crafting your personal roadmap to success: A step-by-step guide. February 24, 2024. <a href="#">Crafting Your Personal Roadmap to Success: A Step-by-Step Guide - Gatherrrs</a></p> <p>Thrive Global: Building your personal roadmap to success. August 6<sup>th</sup>, 2018. <a href="#">Building Your Personal Roadmap to Success - Thrive Global</a></p>
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## Activity Title 3: Building a Personal Roadmap 2

<p><b>Aim:</b></p>	<p>Over the course of 3 activities, Youth Workers will work with learners to build personal roadmaps which incorporate EI and TL to prevent migrant youth radicalisation.</p> <p>Activity 3 aims to continue with the creation of learners' personal roadmaps, steps 7- 12: 7/ Monitoring progress, 8/ Seeking feedback, 9/ Staying flexible, 10/ Reviewing and reflecting, 11/ Celebrating achievements and 12/ Continuous improvement. By the end of this activity learners will be equipped with their own bespoke personal roadmap to help guide them to positive outcomes.</p>
<p><b>Learning Outcomes:</b></p>	<p>Develop the key elements of personal roadmaps for the prevention of radicalisation of marginalised young migrants.</p> <p>Build personal roadmaps to prevent the radicalisation of migrant youth.</p> <p>Apply practical strategies to incorporate emotional intelligence and transformative learning strategies into the roadmap.</p>
<p><b>Duration:</b></p>	<p>90 minutes</p>
<p><b>Materials:</b></p>	<p>Whiteboard, pens, Learners need their diaries.</p>
<p><b>Methodology:</b></p>	<p>Learners will be guided towards the use of a diary to self-reflect and monitor progress as a tool to develop self-awareness and self-regulation skills. Critical self-reflection will encourage learners to consider transformative pathways.</p>
<p><b>Procedure:</b></p>	<p>This activity will continue the personal roadmap learners started creating in activity 2.</p> <ol style="list-style-type: none"> <li>1. Ask learners to review what they have written in their diaries in the last 2 activities, particularly, the areas to develop, their long-term and short-terms goals and the resources they identified. Ask them to share their thoughts with a partner, if they feel open to this. If not, reassure them that it's fine not to.</li> <li>2. Once learners have reviewed the work they've done so far in creating their personal roadmaps, inform them they will now create an action plan. Explain they need to try to break their goals down into manageable tasks with</li> </ol>

	<p>clear milestones and a time frame given. Provide them with an example:</p> <p>Area to improve: Financial: my ability to spend my money more wisely. Resources: relevant books from the library, staff at the bank, my caregivers or adults I can trust. Goal: to learn to budget and to save when possible. Tasks: Research into the type of bank accounts available, research budgeting strategies, talk to adults I can trust about how to budget and save. Time frame: Over the next 2 months. Clear milestone: In two months I should have a budgeting plan in place and a savings account set up. Monitor learners and provide support where needed as learners work on this task. Encourage learners to write their action plan in their diaries. If any of the learners wish to share their ideas with the other learners, encourage them to do so.</p> <p>3. Explain to learners that they are now ready to begin putting their action plans, their personal roadmaps, into practice. But there are some further steps to be aware of as they continue, that they need to consider and act on as time goes on. On the board, highlight steps 7 to 12: 7/ Monitoring progress, 8/ Seeking feedback, 9/ Staying flexible, 10/ Reviewing and reflecting, 11/ Celebrating achievements, 12/ Continuous improvement.</p> <ul style="list-style-type: none"> <li>- Ask learners how they could monitor their progress toward reaching their goals?</li> </ul> <p>Confirm: by using their diary to log their progress – update regularly and note what they have accomplished, what challenges they faced, how they overcame them. In doing so, learners are more likely to stay on track and make adjustments where needed.</p> <ul style="list-style-type: none"> <li>- Ask learners how they might seek feedback?</li> </ul> <p>Confirm: they could ask their teacher how they think they are progressing and what they could focus on to further improve, they could speak to an adult they trust about their progress and seek feedback from them re/ further steps to take or adjustments to make, they could meet their peers (from this group!) and update each other on</p>
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	<p>their progress and provide each other with feedback, and so on.</p> <ul style="list-style-type: none"> <li>- Next, ask learners to look at steps 9, 10 and 11. Ask them to discuss in small groups what they think these steps entail?</li> </ul> <p>Provide whole class feedback/ discussion to confirm: Step 9 and 10 demonstrate the importance of staying flexible and being willing to review and reflect on progress, making adjustments where necessary. For example, each week, learners can reflect in their diary by answering the following questions: What have I achieved this week? What obstacles did I encounter? How did I overcome them? What could I do differently next week? Encourage learners to write these questions in their diaries and to answer them each week. In terms of staying flexible, inform learners that there may be times when life events get in the way of your plans and make achieving your goals more difficult. Ask learners to think of an example? Encourage learners that despite such difficulties, it's important to be flexible and consider alternatives if appropriate.</p> <p>Step 11 means taking time to celebrate when you reach your goal, however small it might seem. Elicit how learners could celebrate, for example, by telling an important person in their life about their achievement! By writing in their diary and putting a big star and well done visuals! By self-congratulating oneself and talking positively to oneself: ' I knew I could do it'. By doing something the learner enjoys as a celebration, going for a nice walk, treating themselves to an ice cream or a movie.</p> <p>Step 12: Elicit the last step with learners and ask them to consider what this means.</p> <p>Confirm: continuous improvement involves regular goal setting and adaptation, helping you to stay motivated and focused on long-term growth. Explain the importance of seeing setbacks as something to learn from.</p>
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	<p>To check understanding of steps 9 to 12, ask learners to work in pairs and summarise the information just discussed. Then, obtain whole class feedback, placing emphasis on the key points to consider.</p> <p>To finish, ask learners to discuss the debriefing questions and conclude by confirming that following their personal roadmap will lead to positive outcomes and you wish them well! 😊</p>
Youth Worker Tips:	Learners may not feel comfortable sharing their personal thoughts written in their diaries with the rest of the class, so do not push anyone to share. It's important to establish a supportive, comfortable, inclusive and positive learning environment where every learner feels safe.
Assessment/ Debriefing:	<p>Conclude with the following debriefing questions discussed in small groups then the whole class:</p> <p>1/ What are the benefits of a personal roadmap?</p> <p>2/ Will you try to follow your personal roadmap?</p> <p>3/ What impact do you think your personal roadmap will have on your life if you do follow it?</p>
References:	Learning Unit 4: Personal roadmapping methodology to prevent radicalisation through EI and TL
Additional Resources:	<p>European Commission: A Counter-Terrorism Approach for the EU: Anticipate, Prevent, Protect, Respond. 9 December 2020. <a href="https://ec.europa.eu/counter-terrorism/en/9b54c533-139a-4662-99cf-b5f72220bb18_en">9b54c533-139a-4662-99cf-b5f72220bb18_en (europa.eu)</a></p> <p>European Parliament: Prevention of radicalisation and recruitment of European citizens by terrorist organisations. 25 November 2015. <a href="https://www.europarl.europa.eu/media/default.do?inf=press&amp;lang=en&amp;id=13112">Texts adopted - Prevention of radicalisation and recruitment of European citizens by terrorist organisations - Wednesday, 25 November 2015 (europa.eu)</a></p> <p>RAN Centre of Excellence: Developing a local prevent framework and guiding principles. November 2016. <a href="https://www.ran.ceo.europa.eu/policy_paper_developing_local_prevent_framework_guiding_11_2016_en.pdf">policy_paper_developing_local_prevent_framework_guiding_11_2016_en.pdf (europa.eu)</a></p>

	<p>RAN Centre of Excellence: The role of youth work in the prevention of radicalisation and violent extremism. 6-7 December 2017.  <a href="#">RAN role youth work prevention radicalisation violent extremism.pdf (cverreferenceguide.org)</a></p> <p>Psychology Today: 7 Steps to create a roadmap for your life. March 30, 2022. <a href="#">7 Steps to Create a Roadmap for Your Life   Psychology Today</a></p> <p>Goal Achievement Academy: 7 Steps – How to create a roadmap to success. <a href="#">7 Steps - How To Create A Roadmap To Success   Goal Achievement Academy   Jay O'Donnell (jayodonnell.com)</a></p> <p>Gatherrs: Crafting your personal roadmap to success: A step-by-step guide. February 24, 2024. <a href="#">Crafting Your Personal Roadmap to Success: A Step-by-Step Guide - Gatherrs</a></p> <p>Thrive Global: Building your personal roadmap to success. August 6<sup>th</sup>, 2018. <a href="#">Building Your Personal Roadmap to Success - Thrive Global</a></p>
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## Learning Unit 5: Transversal skills and competences applied to preventing radicalisation among migrant youth.

### Activity Title 1: What are transversal skills and competence? (The mirror, the mentor and me activity)

Aim	<p>These 3 activities are designed to equip youth workers, VET teachers and significant adults in the lives of migrant youth to develop their own understanding of transversal skills and competences in preventing radicalisation.</p> <p>Activity 1 aims to provide a basis for introducing transversal skills and furthermore support the migrant youth in integrating these skills through practice and prevent radicalisation.</p>
Learning outcome	<p>Define and describe transversal skills and competencies, that will help in preventing radicalization among migrant youths.</p> <p>Outline essential skills and competencies required for building trust, foster dialogue and promote critical thinking.</p> <p>List good practices, methods and strategies that can contribute to the recognition and prevention of radicalization among youths.</p>
Duration	60 minutes
Materials	<p>Transversal skills card, paper, pen or flipchart</p> <p>file:///C:/Users/mia04/Downloads/4087_001.pdf</p>
Methodology	<p>This activity is aimed at supporting the learner understand transversal skills and why it is important. This activity will help to identify the skills they have and further develop vital skills that will help them in their everyday lives. This is a disbanding method that provides opportunity for learners to develop teamwork skills. It mostly focus on positive attributes and especially useful to aid follow-up activities, since there is usually a declining effect, after a training session. Learners are encouraged to note their positive and unique qualities, while</p>

	gaining recognition from the group. Through group work, participants will develop willingness to work with others and become actively involved, build empathetic skills to enhance living and acting together in society and prevent the marginalisation of any individual.
Procedure	<p>If this is a small group, the whole group may participate in the activity together. In a larger group participants can be divided into smaller groups, working in parallel.</p> <p>The focus here is on positive traits.</p> <p><b>Step 1: Write out each transversal skills</b> on a flipchart and put on the wall. Give a paper with a mirror drawn on it, marker and print out the 'Skills Cards' template or they can use the one on the wall as reference.</p> <p><b>Step 2: Explain and give examples of transversal skills</b> and make sure participants understand what each skill means and relates to.</p> <p>Transversal skills and competences are referred to as learned and proven abilities. These abilities are considered essential and relevant for effectively carrying out basically all kinds of work or projects as well as learning and engaging in different life activities. (e.g Knowledge, communication, empathy, teamwork, respect, appreciating and accepting diversity etc.)</p> <p><b>Step 3: The mirror</b> – Each participant looks at themselves in the mirror and answer these questions. what skills do I see in myself? For each skill ask yourself: "Do I have this skill? How do I know?" How can these skills be applied to build trust, to improve communication and prevent radical behaviour? Write a short note in the mirror, sometimes we feel we have a certain skill, but find it difficult to explain how we recognise it, that's fine. Just write it down in the notes.</p> <p><b>Step 4: The Mentor</b> – In some programs there are mentors, participants can Ask a "Mentor" or a learning partner to have a look at your grid and add to it using the same questions: "Do I have this skill? How do you know?"</p> <p>Step 5: The participant can invite a mentor to write an "Endorsement" for him/her if they have a good example of how they have seen a particular skill develop in you.</p>

Youth Worker Tips	<p>The youth worker can sit down with some participants or group and do this activity with them, it will be productive.</p> <p>Some youth might be unsure about themselves and find it difficult to identify or describe the right skills that they have. Youths can be encouraged to send a screen shot and start a conversation.</p>
Assessment/Debriefing	<p>If a specific task will be carried out after the training, the facilitator can relate the activity to that task:</p> <p>What transversal skills have you discovered in yourself? How did it feel, after discovering this about? Will you need to carry out more task after this training?</p>
References	<p>Learning unit 5: Transversal skills and competences applied to prevent radicalization among migrant youths</p> <p><a href="https://www.skillssummary.ie/wp-content/uploads/2020/09/Skills_Summary_Guide_updated.pdf">https://www.skillssummary.ie/wp-content/uploads/2020/09/Skills_Summary_Guide_updated.pdf</a></p> <p>European Centre for the Development of Vocational Training. (2021). <i>Transversal skills and competences</i>. CEDEFOP. <a href="https://www.cedefop.europa.eu/en/tools/vet-glossary/glossary/transversale-faehigkeiten-und-kompetenzen">https://www.cedefop.europa.eu/en/tools/vet-glossary/glossary/transversale-faehigkeiten-und-kompetenzen</a></p> <p>Anjuli K and Paula M, Finnish National Agency for Education. (2024). <i>Transversal competences in Finnish general upper secondary education</i>. <a href="https://www.oph.fi/en/education-and-qualifications/transversal-competences-finnish-general-upper-secondary-education">https://www.oph.fi/en/education-and-qualifications/transversal-competences-finnish-general-upper-secondary-education</a></p> <p>AEGEE-Europe. (2024). <i>The importance of transversal skills and competences for young people in a modern Europe</i>. <a href="https://www.aegEE.org/policy-paper-the-importance-of-transversal-skills-and-competences-for-young-people-in-a-modern-europe/">https://www.aegEE.org/policy-paper-the-importance-of-transversal-skills-and-competences-for-young-people-in-a-modern-europe/</a></p> <p>Ghosh, R. (2020). The emerging area of education and security. In A. A. Abdi (Red.), <i>Critical theorizations of education</i> (pp. 73–86). Brill.</p> <p><b>Additional Resources</b></p>

	<p>UNESCO. (2018, April 12). <i>Preventing violent extremism through education</i> [Video]. YouTube.  <a href="https://www.youtube.com/watch?v=79MTkVumCcQ">https://www.youtube.com/watch?v=79MTkVumCcQ</a></p>
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## Activity Title 2: Pair Game -Let's build Lego blocks

Aim	<p>This activity aims at engaging and training youth as instructors, understand the importance of creating an inclusive environment, foster teamwork while also making them role models for other vulnerable youth.</p> <p>Reflect on necessary approaches and methods so that these characteristics and skills can be utilised to their full potential.</p>
Learning Outcomes:	<p>Analyze factors that lead to teamwork and good communication and factors aimed at preventing migrant youth radicalisation.</p> <p>Organize information that will enable the preparation of specific activities work with young people at risk of radicalization.</p>
Duration:	60 minutes
Materials:	2 sets of same lego building blocks for each pair group, spacious room and set chairs back to back.
Methodology:	<p>In this lively activity, participants will learn how to adjust their concepts and opinions in order to communicate and co-operate appropriately, minimize conflict in order to reach target goals. In this activity, learners are given the opportunity to willingly work together with others and active engagement, as well reflect on their communication skills.</p> <p>Learners will be guided on how to evaluate situations and seek solutions that will include all parties. Resilience and coping skills to face challenges and uncertainty will be encouraged. This game will enable learners strive for mutual understanding and acquire good dialogue skills.</p>
Procedure:	<p><b>Step 1 (pair work – 15 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Participants are grouped in pairs. Two chairs are setup for each pair, they will be sitting back-to-back without facing each other. The pair is given two sets of lego building blocks, which are the same in each pack, but the participants are not aware of this. One of the participants takes the role of the leader and builds a structure with the lego building blocks given to him/her, afterwards he/she</li> </ol>

	<p>gives instructions to his/her partner on how to build that exact structure, and the other partner receives instruction from the leader.</p> <p>2. The pair are not allowed to have eye contact with each other, neither are they allowed to see each other's set of lego blocks. They are only allowed to have oral communication.</p> <p>3. In most cases, at the end of the game or activity, the partners will realise that their structures do not match. Encourage them to try to adapt their respective lego structure to that of their partner so that they succeed in building the same lego structure. To reach this goal they must ask questions, listen to their partner, and communicate appropriately.</p> <p><b>Step 2 (pair work – 10 minutes)</b></p> <p>After the game, the two partners are required to reflect on the following questions: Which skill and actions were applied and helpful in resolving the situation? (for example; paying attention, asking questions and repeating after the partner for affirmation)</p> <p>Which aspects could hinder them from fulfilling their task? (e.g. shouting at each other, complaining and being impatient)</p> <p><b>Step 3 (group work – 10 minutes)</b></p> <p>1. Merge 2 or 3 pair group to form a large group.</p> <p>2. Participants are given the task to: Discuss and rank the four most important skills needed to complete such a task. They should write each transversal skill on a Post-it pad or card. What are the two reactions that can definitely prevent bad communication?</p> <p>3. Each group will pin their cards onto a board and take turns in explaining their chosen skills to the other groups.</p>
<p>Youth Tips:</p> <p>Worker</p>	<p>You may need to adjust the activity to suit the level of the participants. Some learners need more time to come out of their comfort zone and participate actively.</p> <p>Adapt the activity and the lego so that the same game can be played for example using a map when taking a taxi, or google</p>

	map in a city that is familiar, or in a place other than a city – whatever is more appropriate for your participant students.
Assessment/Debriefing	<p>At the end of the activity, conclude with discussion based on some of the following questions:</p> <p>What do you think about this game or activity?</p> <p>What did you learn from this activity?</p> <p>During the course of this exercise, did you have doubts, feel uncertain and less co-operation?</p> <p>What did we learn about communication and language barriers?</p>
References:	Learning unit 5: Transversal skills and competences applied to preventing radicalization among migrant youth.
Additional Resources:	<p>Benjamin, S., Gearon, L., Kuusisto, A., &amp; Koirikivi, P. (2021). Threshold of Adversity: Resilience and the Prevention of Extremism Through Education. <i>Nordic Studies in Education</i>, 41(3), 201–218. <a href="https://doi.org/10.23865/nse.v41.2593">https://doi.org/10.23865/nse.v41.2593</a></p> <p>European Commission, Directorate-General for Migration and Home Affairs. (2020). The role of education in preventing radicalisation. <a href="https://home-affairs.ec.europa.eu/system/files/en?file=2020-09/role_education_preventing_radicalisation_12122016_en.pdf">https://home-affairs.ec.europa.eu/system/files/en?file=2020-09/role_education_preventing_radicalisation_12122016_en.pdf</a></p> <p>European Commission, Directorate-General for Migration and Home Affairs. (2021). RAN collection: Approaches and practices. <a href="https://home-affairs.ec.europa.eu/system/files/en?file=2021-05/ran_collection-approaches_and_practices_en.pdf">https://home-affairs.ec.europa.eu/system/files/en?file=2021-05/ran_collection-approaches_and_practices_en.pdf</a></p> <p><i>Street sports as a way to include at-risk youth</i>. GAME Denmark. (2021, September 28). <a href="https://game.ngo/news/street-sports-can-have-an-effect-on-inequality">https://game.ngo/news/street-sports-can-have-an-effect-on-inequality</a></p> <p>Christensen, J. H., Elsborg, P., Melby, P. S., Nielsen, G., &amp; Bentsen, P. (2020). A Scoping Review of Peer-Led Physical</p>

	<p>Activity Interventions Involving Young People: Theoretical Approaches, Intervention Rationales, and Effects. Youth &amp; Society. <a href="https://doi.org/10.1177/0044118X20901735">https://doi.org/10.1177/0044118X20901735</a></p> <p>Norwegian Govt. (2016). <i>Action plan against radicalisation and violent extremism</i>. <a href="https://rm.coe.int/action-plan-norway-nov-2016/16806bdb50">https://rm.coe.int/action-plan-norway-nov-2016/16806bdb50</a></p> <p><a href="#">Ross Greene on Challenging Behavior - Smart Kids (smartkidswithld.org)</a></p>
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### Activity 3, Title: Promotion of democratic values (Being in someone else's moccasins – Role-play)

<b>Aim:</b>	The aim of this activity is to develop understanding and respect for cultural differences, which includes religious beliefs, values, and practices, and engage with youth sensitively and respectfully to prevent radicalisation of migrant youth.
<b>Learning Outcomes:</b>	<p>Organize information that will enable the preparation of specific activities for work with young people at risk of radicalization.</p> <p>Develop understanding and respect for cultural differences.</p> <p>Apply practical approach and engage with youth sensitively and respectfully to prevent radicalisation of migrant youth.</p>
<b>Duration</b>	60-90 minutes
<b>Materials:</b>	Five different colours of wig, sunglasses, a very old-fashioned piece of clothing (male/female), accessories, slips of paper
<b>Methodology:</b>	<p>This activity brings exclusion, discrimination and marginalisation to light. The method applied here is learner-centred and transformative. Through role-play, groupwork learners will experience exclusion and at the same time promote discussion about positive and negative feelings.</p> <p>The objective of this activity is to introduce the development of empathy and multiple perspectives, understanding and accepting diversity as a positive value for the environment and survival of mankind.</p>
<b>Procedure:</b>	<p>Introduce the activity by briefly telling the participants that the next session involves role-play and discussion of everyday situations. They will work on two different situations or scenarios.</p> <p><b>Step 1 (Forming the groups – 20 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Depending on the number of participants, divide learners into groups, preferably small groups. Share the two role play scenarios.</li> <li>2. Prior before giving out the role cards, inform your participants that they have to act out a scene, resolve the problem on the</li> </ol>

	<p>role cards, and that everyone in their group will get a chance to act.</p> <p><b>Step 2 (preparing the role play – 30 minutes)</b></p> <p>Participants are allocated 30 minutes to read and discuss the situation, find a solution and apportion a role to every member in the group.</p> <p><b>Step 3 (acting – 20 minutes)</b></p> <p>1. When the groups are ready to perform, they are required to start by reading out the situation and then perform their sketch and resolve the issue.</p> <p>2. With the consent of the participants, pictures can be taken and the role-play can be recorded for future activities, debriefing and reflection.</p>
<p>Youth Worker Tips:</p>	<p>Be aware of the different cognitive level of each individual participant. In Step 3, give participants enough time to remember and reflect as some may feel nervous and take time to comprehend and set themselves in the role.</p> <p>It is ok to talk about past experiences, but only when the participants are ready to share and not to be forced.</p>
<p>Assessment/Debriefing</p>	<p>At the end of the activity, facilitator can start reflecting by asking participants to tell the whole class about their thoughts and feelings about the situations.</p> <p>The following questions can be reflected upon.</p> <p>How was the role you played, was it difficult, annoying or funny?</p> <p>Did the situation resonate with you, if yes, would you like to share with us? Which transversal skills are needed in situations like this to prevent radicalisation?</p> <p>What can they do to change, in other to suit their students' needs and interests better?</p>
<p>References:</p>	<p>Learning unit 5: Transversal skills and competences applied in preventing radicalization among migrant youth.</p>
<p>Additional Resources:</p>	<p>Robert Etlinger and Silvia Jindra 2015, p. 77-78. Task for democracy, Pestalozzi Series No. 4 Council of Europe</p>

	<p><a href="file:///C:/Users/mia04/Downloads/Pestalozzi4_EN.pdf">file:///C:/Users/mia04/Downloads/Pestalozzi4_EN.pdf</a></p> <p>Maley A. and Duff A. (1978), Drama techniques in language learning: a resource book of communication activities, Cambridge University Press, Cambridge.</p> <p>Rinvolucris M. (2007), Grammar games: cognitive, affective and drama activities for EFL students, Cambridge University Press, Cambridge.</p> <p>Benjamin, S., Gearon, L., Kuusisto, A., &amp; Koirikivi, P. (2021). Threshold of Adversity: Resilience and the Prevention of Extremism Through Education. Nordic Studies in Education, 41(3), 201–218. <a href="https://doi.org/10.23865/nse.v41.2593">https://doi.org/10.23865/nse.v41.2593</a></p> <p>European Commission, Directorate-General for Migration and Home Affairs. (2020). The role of education in preventing radicalisation. <a href="https://home-affairs.ec.europa.eu/system/files_en?file=2020-09/role_education_preventing_radicalisation_12122016_en.pdf">https://home-affairs.ec.europa.eu/system/files_en?file=2020-09/role_education_preventing_radicalisation_12122016_en.pdf</a></p> <p>European Commission, Directorate-General for Migration and Home Affairs. (2021). RAN collection: Approaches and practices. <a href="https://home-affairs.ec.europa.eu/system/files_en?file=2021-05/ran_collection-approaches_and_practices_en.pdf">https://home-affairs.ec.europa.eu/system/files_en?file=2021-05/ran_collection-approaches_and_practices_en.pdf</a></p>
Annexes	<p><a href="#">Annex 2, Promotion of democratic values Scenario 1 and 2</a></p>

## Learning Unit 6: Promoting Social Inclusion and Tolerance

### Activity 1 Title: 'The Empathic Mirror Method': Challenging Stereotypes and Prejudices

<p><b>Aim</b></p>	<p>This method is designed for youth workers who work with immigrant youth, with the objective of fostering social inclusion and tolerance.</p> <p>Through empathy and the exercise of personal reflection, it seeks to enable young people to challenge stereotypes and prejudices that they have internalised or experienced, promoting an attitude of respect and mutual acceptance in their social environment.</p> <p>Its objectives are::</p> <ul style="list-style-type: none"> <li>• Challenge and deconstruct stereotypes and prejudices that young migrants may have about other people or that they themselves have experienced.</li> <li>• To foster intercultural dialogue and tolerance through empathy and understanding of others' experiences and perspectives.</li> <li>• Develop interpersonal skills that promote inclusion and social cohesion among youth from different cultural backgrounds.</li> <li>• To create a safe space where young people can share their personal experiences of exclusion or discrimination and reflect on solutions to these problems.</li> </ul>
<p><b>Learning Outcomes</b></p>	<p>At the end of the activity, participants will have:</p> <ul style="list-style-type: none"> <li>• Identified and reflected on stereotypes and prejudices that affect their daily lives and relationships with others.</li> <li>• Developed empathy and active listening skills to better understand the experiences of others.</li> <li>• Strengthened their ability to promote attitudes of inclusion and mutual respect in their community.</li> </ul>

	<ul style="list-style-type: none"> <li>Generated a greater understanding of cultural differences and how to overcome social barriers related to intolerance.</li> </ul>
Duration	<p>Total time: Approximately 90 minutes.</p> <ul style="list-style-type: none"> <li>Introduction and explanation: 15 minutes</li> <li>Practical exercise (5 steps): 50 minutes</li> <li>Reflection and debriefing: 25 minutes</li> </ul>
Materials	<ul style="list-style-type: none"> <li>Tokens or cards with fictitious characters from different ethnic backgrounds, religions or social situations.</li> <li>Sheets of paper and pens for each participant.</li> <li>A blackboard or flipchart to write down key reflections during the debriefing.</li> <li>A symbolic object (it can be a ball or a rain stick) for the “word object” dynamic.</li> </ul>
Methodology	<p>The method uses empathy and role-playing to allow participants to experience different perspectives and thus challenge their prejudices.</p> <p>Through the identification of stereotypes and the analysis of situations of exclusion, young people will develop a better understanding of the impact of prejudice on social interactions.</p> <p>The activity encourages critical reflection and group dialogue in a safe environment.</p>
Procedure	<p><b>Step 1: Introduction and sensitization (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Presentation of the topic: The facilitator introduces the topic of the workshop by explaining what stereotypes and prejudices are. Clarifies how they can negatively influence social inclusion and interpersonal relationships.</li> <li>Initial discussion: Ask youth if they have ever felt that others were prejudiced against them because of their cultural background, religion or appearance. Encourage participants to share brief experiences to set the stage for the empathic exercise.</li> </ul>

**Step 2: Explanation of the activity and role assignment (10 minutes)**

- Explain the role-playing exercise: Divide the youth into pairs or small groups. Each pair/group is assigned a card with a description of a character that belongs to a different culture, religion or social group. Some examples of characters might include:
  - A young refugee boy who arrives at a new school.
  - A girl of Muslim faith who wears a hijab.
  - A young man from a rural background who moves to a large city.
- **Instructions:** Participants should take on the role of that character and imagine how they would be treated in different everyday situations, such as at school, work, or a social event.

**Step 3: Role-Playing (20 minutes)**

- Role-playing: Each group interacts in a fictitious situation, acting as their character. The idea is for the youth to reflect on how it feels to be the “other” in a social situation. For 10 minutes, participants should communicate as if they were those characters, exploring their possible reactions and emotions in situations where they may experience prejudice or discrimination.
- Facilitator observation: The facilitator should observe the interactions, noting key moments when stereotypical behaviors or attitudes, both positive and negative, emerge.

**Step 4: Group reflection and critical discussion (20 minutes)**

- Sharing experiences: After the role-play, the groups come together to discuss what they experienced. Some questions to guide reflection might be:
  - How did you feel in someone else's role?
  - Did you encounter any barriers or negative attitudes toward your character?
  - What did you learn about yourself and how you perceive others?

	<ul style="list-style-type: none"> <li>● Group analysis: The facilitator can use a whiteboard to write down the stereotypes identified during the activity and how those stereotypes can harm social cohesion. Also, discuss how these prejudices can be overcome through empathy and tolerance.</li> </ul> <p>Step 5: Conclusion and evaluation (25 minutes)</p> <ul style="list-style-type: none"> <li>● Final reflection (debriefing): Youth are invited to reflect on lessons learned and how they might apply what they have discovered in their daily lives. Some key points may include:             <ul style="list-style-type: none"> <li>○ How can we become more aware of our own biases?</li> <li>○ What can we do to foster inclusion in our community?</li> </ul> </li> <li>● Personal Commitment: Youth will write on a piece of paper a personal commitment to foster inclusion in their social environments and avoid the spread of stereotypes. These commitments can be shared with the group or privately.</li> </ul>
Youth Worker Tips	<ul style="list-style-type: none"> <li>● Create a safe environment: It is essential that youth feel comfortable and not afraid of being judged for expressing their experiences or thoughts.</li> <li>● Facilitate respectful dialogue: As the facilitator, make sure that all participants listen to each other and respect different opinions and experiences.</li> <li>● Use real examples: Including day-to-day examples that young people may recognize in their environment can make the activity more relevant and powerful.</li> <li>● Be sensitive to emotions: Some experiences or conversations may be emotionally difficult for young people. Be attentive to emotional reactions and offer support if needed.</li> </ul>
Assessment / Debriefing	<p>At the end of the workshop, conduct a participatory evaluation. Some methods include:</p>

	<ul style="list-style-type: none"> <li>• Word rounds: Each participant offers a word or phrase that reflects his or her experience of the activity.</li> <li>• Satisfaction scale: Youth rate from 1 to 5 what they learned and how they felt during the workshop.</li> <li>• Open-ended questions: What was the most valuable thing they learned? What would they change for future sessions?</li> </ul>
References	<p>-UNESCO (2016). Guide for the social inclusion of migrants.</p> <p>-Council of Europe (2019). Compasito: Manual for Human Rights Education with Children.</p> <p>-Radicalisation Awareness Network (RAN). Materials on prevention of radicalization in young people.</p>
Additional Resources	<p>-'Cinema and Human Rights' (Amnesty International): Selection of short films and films to reflect on inclusion and diversity.</p> <p>-'Toolkit on the Inclusion of Young Migrants' (Council of Europe, 2018): Activities focused on social inclusion.</p> <p>-'Handbook on Empathy in Youth Education' (UNICEF, 2017): Resources to foster empathy among young people from different backgrounds.</p> <p>This Empathic Mirror method is a powerful tool to help immigrant youth understand barriers arising from stereotypes, and to generate greater tolerance and mutual respect, promoting social inclusion in their environments.</p>



## Activity 2 Title: 'Circle of Trust Method': Fostering Dialogue and Inclusion

Aim	<p>This method is designed for youth workers working with immigrant youth and seeks to create a safe space where young people can discuss their experiences, share their thoughts and build bonds through social inclusion and tolerance.</p> <p>The activity encourages open dialogue, active listening and mutual trust among participants. Objectives:</p> <ul style="list-style-type: none"> <li>• To create a safe and trusting space where young migrants can express their thoughts and experiences.</li> <li>• To foster social inclusion and tolerance through structured dialogue and shared reflection.</li> <li>• Develop active listening skills, empathy and respectful communication among participants.</li> <li>• Promote group cohesion and build bridges between young people from different cultural backgrounds.</li> </ul>
Learning Outcomes	<p>At the end of this activity, the young participants will have:</p> <ul style="list-style-type: none"> <li>• Experienced a safe space where they can freely express their personal thoughts and experiences.</li> <li>• Developed an increased ability to listen and understand different perspectives without judgement.</li> <li>• Identified practical ways to foster inclusion and tolerance in their daily interactions.</li> </ul> <p>Developed a stronger sense of belonging and community among their peers.</p>
Duration	<p>Total time: Approximately 90 minutes.</p> <ul style="list-style-type: none"> <li>• Introduction and explanation: 10 minutes</li> <li>• Practical exercise (5 steps): 60 minutes</li> <li>• Reflection and debriefing: 20 minutes.</li> </ul>
Materials	<ul style="list-style-type: none"> <li>• A symbolic object for the "word object" (this can be a ball, a rain stick, a decorative stick, etc.).</li> <li>• Sheets of paper and pens for personal notes.</li> <li>• A comfortable space where the young people can sit in a circle without interruptions.</li> <li>•</li> </ul>

Methodology	<p>The method uses the format of a circle of trust, in which participants sit in a circle and share their thoughts, experiences and feelings in a free and structured way.</p> <p>Only the person who has the 'object of the word' is allowed to speak, while the others practise active listening. This approach fosters mutual respect and understanding, which facilitates dialogue on sensitive issues related to inclusion, discrimination and tolerance.</p>
Procedure	<p><b>Step 1: Introduction and Creating a Safe Space (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Explanation of the Circle of Trust: The facilitator explains the purpose of the circle, emphasising the importance of creating a space where everyone can speak and be heard without interruption or judgement.</li> <li>• Ground rules for the circle:             <ul style="list-style-type: none"> <li>◦ Listen without interrupting: Only the person who has the "object of the word" may speak.</li> <li>◦ Speak from the heart: Invite participants to share their thoughts in an authentic way.</li> <li>◦ Respect silence: It is not necessary to speak if someone does not feel ready; silence is also respected.</li> </ul> </li> <li>• Circle theme: The facilitator introduces the theme of the day, which focuses on social inclusion and tolerance. Explain that the goal is to share personal experiences about feeling included or excluded, and to explore how to foster tolerance in our communities.</li> </ul> <p><b>Step 2: Opening the circle and assigning the "speaking object" (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Beginning of the circle: The facilitator places the "speaking object" in the centre of the circle and explains its function: whoever holds the object has the turn to speak. When he/she is done speaking, the object is passed to the next participant.</li> </ul>

- First round of questions: The facilitator poses an initial question to break the ice, such as:
  - "What does social inclusion mean to you?"
  - "Can you share an experience in which you felt excluded or included?"
- Youth who wish to speak take the object and share their responses. This exercise helps to break down barriers and begin the process of group reflection.

### **Step 3: In-Depth Dialogue Exercise (35 minutes)**

- Turns to speak: Each young person has the opportunity to talk about his or her experience of inclusion or exclusion in different contexts (school, work, community). The object of the talk keeps circulating, and everyone else practises active listening.
- Additional topics: if the conversation flows, the facilitator can introduce additional questions to deepen the topic:
  - "What can we do to make more people feel included in our community?"
  - "Have you witnessed situations of intolerance - how did you react?"
- Encourage introspection: The facilitator can invite participants to reflect silently if they wish before speaking, reminding them that it is not mandatory to intervene if they prefer to listen.

### **Step 4: Joint Reflection and Group Strengthening (20 minutes)**

- Personal Connections: After one or two rounds of dialogue, the facilitator invites participants to reflect on what they have heard. Some questions to guide this reflection are:
  - "What have you learned from listening to others?"
  - "Have you changed your perception about something or someone after this experience?"

	<ul style="list-style-type: none"> <li>● <b>Creating Positive Actions:</b> As a group, you can discuss what concrete actions you could take to promote inclusion in your environment. They can write their personal commitments on sheets of paper and share them at the end if they wish.</li> </ul> <p><b>Step 5: Closing the Circle and Evaluation (20 minutes)</b></p> <ul style="list-style-type: none"> <li>● <b>Group debriefing:</b> The facilitator concludes the session with a final reflection, inviting youth to share how they feel after participating in the circle and what they would like to take away from the experience. Some useful questions for this final reflection are:             <ul style="list-style-type: none"> <li>○ "What surprised you during this activity?"</li> <li>○ "How could you apply what you learned in your daily life?"</li> </ul> </li> <li>● <b>Emotional closure:</b> To conclude, you can do a quick round where each participant shares a word or phrase that describes how they are feeling at that moment. This helps to close the circle in a symbolic and emotional way.</li> </ul>
Youth Worker Tips	<ul style="list-style-type: none"> <li>● <b>Establish an atmosphere of trust from the beginning:</b> Young people must feel safe to share their personal experiences. Make sure the rules of the circle are clear and respected.</li> <li>● <b>Be a model of active listening:</b> As a facilitator, demonstrate how to listen without interrupting or judging, and encourage youth to do the same.</li> <li>● <b>Facilitate with sensitivity:</b> Some youth may share emotional or difficult experiences. Be aware of nonverbal cues and be sure to offer support if needed.</li> <li>● <b>Encourage equality:</b> Encourage all youth to participate, but don't force them. It is important to respect different levels of comfort with personal exposure.</li> </ul>

Assessment / Debriefing	<p>To evaluate the effectiveness of the method, you can use some of the following techniques:</p> <ul style="list-style-type: none"> <li>• Satisfaction scale: At the end of the circle, ask participants to rate their experience on a scale of 1 to 5, reflecting how much they enjoyed the activity and how much they think it helped strengthen inclusion and dialogue in the group.</li> <li>• Keyword round: Participants share a word or phrase that describes their experience or main learning.</li> <li>• Open-ended questions: Conduct a final discussion about what the youth believe they have learned and how they plan to apply that knowledge in their daily lives.</li> </ul>
References	<p>-Council of Europe (2019). 'Manual for Human Rights Education with Children'.</p> <p>-RAN (Radicalisation Awareness Network) (2020). 'Toolkit on the inclusion of young migrants and the prevention of radicalization'.</p> <p>-'UNESCO (2016). 'Guide for the social inclusion of migrants'.</p>
Additional Resources	<p>-'Toolkit on the Inclusion of Young Migrants' (Council of Europe, 2018): Offers practical activities to foster social inclusion among young people.</p> <p>-'Dialogue Circles' (UNESCO, 2020): Resources on how to structure intercultural dialogues among young people.</p> <p>-'Handbook on Empathy and Active Listening in Youth Education' (UNICEF, 2017): Tools for developing empathy in educational contexts.</p>

## Activity 3 Title: 'Map of Diversity' Method: Celebrating Cultural Diversity

<p><b>Aim</b></p>	<p>The 'Diversity Map' method is designed for youth workers working with immigrant youth. It aims to celebrate cultural differences, foster social inclusion and tolerance by creating a map that reflects the diverse identities and cultures represented in the group.</p> <p>This method fosters cultural awareness, empathy and group cohesion by exploring the richness of cultural diversity that exists among youth and promoting a greater appreciation for each person's unique experiences and background.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Promote social inclusion and tolerance by celebrating cultural diversity in the immigrant youth group.</li> <li>• To encourage self-expression and intercultural dialogue among participants to create an environment of mutual respect.</li> <li>• Develop skills of empathy, active listening, and tolerance towards cultural differences.</li> <li>• Create a visual tool (the "Diversity Map") that reflects the cultural diversity of the group and promotes unity.</li> </ul>
<p><b>Learning Outcomes</b></p>	<p>At the end of the activity, the young people will have:</p> <ul style="list-style-type: none"> <li>• Identified and recognized their own cultural roots and those of their peers.</li> <li>• Developed a greater awareness of the cultural similarities and differences that exist within the group.</li> <li>• Experienced a process of dialogue that fosters inclusion, tolerance and respect for different cultures.</li> <li>• Collaborated in the creation of a Diversity Map that reflects their cultures and strengthens a sense of community.</li> </ul>
<p><b>Duration</b></p>	<p>Total time: Approximately 120 minutes.</p> <ul style="list-style-type: none"> <li>• Introduction and explanation: 15 minutes</li> <li>• Creation of the Map (in 5 steps): 75 minutes</li> <li>• Reflection and debriefing: 30 minutes</li> </ul>

Materials	<ul style="list-style-type: none"> <li>• Blank map of the world (can be on large paper, a whiteboard or digital projection).</li> <li>• Coloured Post-its or cards for participants to write on.</li> <li>• Coloured markers.</li> <li>• Adhesive tape or thumbtacks to place the post-its on the map.</li> <li>• Sheets of paper and pens for notes.</li> <li>• A large space where participants can work comfortably in groups.</li> </ul>
Methodology	<p>This method uses a visual and interactive approach to foster cultural awareness and inclusion. Through the creation of a Diversity Map, immigrant youth can reflect and share their cultural backgrounds and personal experiences.</p> <p>The use of physical materials (such as post-its and markers) allows them to visualise cultural connections and the value of diversity within the group.</p>
Procedure	<p>Step 1: Introduction and explanation of the Diversity Map (15 minutes)</p> <ul style="list-style-type: none"> <li>• Introduction of the concept: The facilitator explains that the purpose of the “Diversity Map” is to celebrate the diverse cultures present in the group and to show how these differences enrich the shared experience.</li> <li>• Explanation of the map: The facilitator presents the blank map of the world and explains that participants are going to locate on it their cultures of origin, places where they have lived or with which they feel culturally identified.</li> <li>• Instructions: Participants are explained that they will use post-its to mark their countries of origin, cities important to them or places with which they feel a cultural connection. They are also invited to write a word or phrase that represents their cultural identity or an important tradition of their culture.</li> </ul> <p>Step 2: Map location and cultural connections (20 minutes)</p> <ul style="list-style-type: none"> <li>• Writing and labelling: Each participant is given several coloured post-its and asked to write on them their countries or regions of origin, cities with which they</li> </ul>

feel identified, and any significant cultural elements (food, customs, language, etc.).

- Placement on the map: Youth place their post-its on the map in the appropriate places. If several people share the same culture or country, they can group their post-its in that area. This creates a clear visualisation of cultural connections within the group.
- Initial dialogue: As the youth place their post-its, the facilitator encourages them to discuss what they have placed. They can share with their peers why those places or items are important to them.

### **Step 3: Group reflection on diversity (20 minutes)**

- Observation of the map: Once everyone has placed their post-its, the facilitator invites participants to observe the map in its entirety. Youth are encouraged to reflect on the cultural richness of the group and comment on what stands out to them.
- Reflection questions:
  - "What cultural elements do you share with your peers?"
  - "What cultural differences have you noticed in the group?"
  - "How do you think cultural diversity can help us build a more inclusive community?"
- Active listening: during this phase, it is critical that participants practise active listening, paying attention to each other's stories and experiences.

### **Step 4: Discussion on Inclusion and Tolerance (20 minutes)**

- Explore Challenges: The facilitator leads a discussion about the challenges youth have faced regarding inclusion and tolerance in their daily lives. Some key questions may include:
  - "Have you ever felt excluded because of your



	<p>culture?"</p> <ul style="list-style-type: none"> <li>○ "What can we do as a group to ensure that everyone feels included?"</li> </ul> <ul style="list-style-type: none"> <li>● Sharing solutions: Youth collaborate to come up with practical solutions to foster inclusion in their communities and in the group. These solutions can be written on more post-its and added to the map, forming a "commitments for inclusion" section.</li> </ul> <p>Step 5: Conclusions and creation of actions (20 minutes).</p> <ul style="list-style-type: none"> <li>● Closing the map: The facilitator helps participants close the exercise by summarising what they have learned about cultural diversity in the group and how these differences can become a source of collective strength.</li> <li>● Personal Commitments: Each youth is invited to make a personal commitment to promote inclusion and tolerance by writing on a card a concrete action they are willing to take. They can share these commitments with the group and then post them on the map as a visual reminder.</li> </ul>
<p>Youth Worker Tips</p>	<ul style="list-style-type: none"> <li>● Encourage active participation: Make sure all young people have the opportunity to speak and share their stories. If someone is shy, offer them alternative ways to contribute, such as writing their thoughts on a paper.</li> <li>● Be sensitive to cultural differences: Some young people may feel vulnerable talking about their cultures or identities. Create a safe environment where diversity is respected and differences are valued.</li> <li>● Model active listening: As the facilitator, demonstrate the importance of listening without interrupting or judging. This will foster respectful and constructive dialogue among youth.</li> <li>● Encourage respect and empathy: If tensions or disagreements arise during diversity discussions,</li> </ul>

	<p>intervene to remind them of the importance of respect and empathy in group interactions.</p>
<p>Assessment / Debriefing</p>	<ul style="list-style-type: none"> <li>● Final Word Round: At the end of the activity, invite participants to share a word or phrase that summarises what they have learned or how they feel after the exercise.</li> <li>● Written Reflection: Ask youth to write briefly about what impacted them most during the activity and how they plan to apply what they learned in their daily lives.</li> <li>● Map Evaluation: Evaluate the “Diversity Map” together with the group, asking them what they would like to add or how they can keep the spirit of inclusion and tolerance alive in future activities.</li> </ul>
<p>References</p>	<p>-Council of Europe (2018). 'Toolkit on Diversity and Inclusion in Working with Young Migrants.'</p> <p>-UNESCO (2016). 'Education for Global Citizenship: A Guide for Fostering Social Inclusion'.</p> <p>-UNICEF (2017). 'Practical Guide for Promoting Inclusion and Tolerance in Youth Communities'.</p>
<p>Additional Resources</p>	<p>-'Cultural Activities Handbook for Youth', (Amnesty International, 2019): Offers a variety of activities and games to promote cultural diversity among youth.</p> <p>-'Toolkit for Migrant Youth Inclusion', (RAN, 2020): Contains tools to address.</p>

## Annexes:

## Annex 1

## Details:

## Case Study 1: The Case of Alex - The Isolated Teenager

Background: Alex, a 17-year-old from a low-income neighbourhood, struggled with social isolation and bullying at school. He found solace in online forums, where he was introduced to extremist ideologies that resonated with his sense of anger and injustice.

Key Risk Factors: Social isolation, exposure to online extremist content, lack of support networks.

## Case Study 2: The Case of Fatima - The Disillusioned Student

Background: Fatima, a 22-year-old university student from a migrant background, faced discrimination and felt alienated from her peers. Disillusioned by her experiences, she began attending a local religious group that gradually introduced radical interpretations of her faith.

Key Risk Factors: Discrimination, identity crisis, influence of radical groups.

## Case Study 3: The Case of John - The Rejected Asylum Seeker

Background: John, a 25-year-old asylum seeker, experienced prolonged uncertainty regarding his immigration status. His sense of hopelessness made him vulnerable to a radical preacher who promised a sense of purpose and community.

Key Risk Factors: Uncertain legal status, lack of integration, exploitation by radical religious leaders.

Step 3: Group Analysis (40 minutes): Divide participants into small groups and assign each group a case study to analyse. Encourage groups to identify key risk factors, vulnerabilities, and triggers that may have contributed to radicalization. Facilitate group discussions and encourage active participation.

Objective: Divide participants into small groups and assign each group a case study to analyse. Encourage groups to identify key risk factors, vulnerabilities, and triggers that may have contributed to radicalization.

## Process:

- Each group discusses the background of their assigned case.

- Identify and list the key factors that led to the individual's radicalization.
- Discuss the role of social, economic, and psychological factors in the radicalization process.
- Consider the influence of external factors, such as community or online networks.
- Brainstorm strategies that could have been implemented to prevent the individual's radicalization.

Step 4: Group Presentation (15 minutes): Each group presents their analysis to the larger group, highlighting their findings and insights. Encourage questions and reflections from the audience.

Objective: Each group presents their analysis to the larger group, highlighting their findings and insights.

Details:

- Presentations should include a summary of the case, identified risk factors, and proposed prevention strategies.
- Encourage questions and reflections from the audience to foster a deeper understanding of each case.

Step 5: Reflection and Discussion (15 minutes): Facilitate a plenary discussion on common themes, patterns, and lessons learned from the case studies. Encourage participants to reflect on how they can apply these insights in their work with marginalised young migrants.

Objective: Facilitate a plenary discussion on common themes, patterns, and lessons learned from the case studies.

Discussion Points:

- What were the common risk factors across different cases?
- How did the pathways to radicalization differ among the cases?
- What strategies can be effective in addressing these vulnerabilities in real-life situations?
- How can youth workers apply these insights in their work with marginalised young migrants?

## Annex 2, Promotion of democratic values

### Scenario 1:

Introduction: A classic school setting where newcomers are not accepted if they are too different.

Instructions and materials needed are, wig, sunglasses, a very old-fashioned piece of clothing (male/female), accessories, slips of paper

1. Groups choose partners for roles A and B.
2. Advise them to read out their roles, and then begin role-play. They should not be influenced, but encourage them to stick to their roles.
3. Give the new student a wig and an old outfit.
4. Few minutes after the play starts, choose four students and give them the climax role. The climax role shouldn't be read aloud, they should enter the play when given a signal.
5. The climax group should be given the wigs as well.
6. After a few minutes, when B has not been able to make friends, ask the climax group to enter the play.
7. Observe how they solve the situation.

#### Role A (2 to 3 teachers/students)

You are a group of three young students and do not want to talk or have contact with the new student, because he/she looks and speak different. Do everything possible to avoid talking to the student from Ocean.

#### Role B (1 teacher/student)

You are a new student who just came to school. You are very unhappy and uncomfortable because nobody wants to talk to you. Today you have decided to step out of your comfort zone and befriend the most popular group in school. Do your best and try to talk to the group.

#### Climax role (3 to 4 teachers/students)

You belong to a group of four immigrant students. You enter the scene and include your new friend, trying to figure out why the others are avoiding him/her. Try to have a dialogue with the group.

#### Scenario 2:

Introduction: A group of students is standing in a queue to purchase theatre tickets. One of them looked strange because of the way he/she was dressed.

Some people behind her/him started to stare at this person. They talked about him/her and even made fun of her/him. S/he did not keep silent and confronted them.

Instructions and materials: A wig, sunglasses, a very old-fashioned piece of clothing (male/female), and accessories that match the old-fashioned clothing.

1. Select students for the roles A and B.
2. Give them the roles to read aloud, and come up with ideas on how they will play it out. Encourage them to stick to their roles and don't influence them.
3. Give student B a wig and sunglasses.
4. Just when the play begins pick one of the students in the group and give her/him the climax role. This role should not be read aloud. Inform the student to join the play when you give her/him a sign.
5. Give the climax role to the student wearing old-fashioned clothes. 6. A few minutes later, the climax role student should enter the play.
7. Observe how they solve the situation.

#### Role A: (2 to 3 teachers/students)

You are a group of three people queuing for theatre tickets, and you noticed that someone in front of you is wearing a very strange outfit. You started talking about this person and making fun of her/him.

#### Role B (1 teacher/student)

You are standing in front of a group of people in a queue and all of a sudden, they started making fun of you. You could hear what they were saying about you. You are accustomed to it because you experience similar treatment everywhere. Try to talk to them and enquire why they are making fun of you. Try to convince them not to judge a book by its cover and you are just like them.

#### Climax role (1 teacher/student)

You just join the group, though you are dressed in an old-fashioned manner, but you also took part in teasing the strangely dressed person. You pointed out that

her/his outfit is unacceptable and even went further to say that s/he should not be allowed into the theatre in this outfit.

Be aware of the different cognitive level of each individual participant. In Step 3, give participants enough time to remember and reflect as some may feel nervous and take time to comprehend and set themselves in the role.

It is ok to talk about past experiences, but only when the participants are ready to share and not to be forced.

At the end of the activity, facilitator can start reflecting by asking participants to tell the whole class about their thoughts and feelings about the situations.

The following questions can be reflected upon.

How was the role you played, was it difficult, annoying or funny?

Did the situation resonate with you, if yes, would you like to share with us? Which transversal skills are needed in situations like this to prevent radicalisation?

What can they do to change, in other to suit their students' needs and interests better?