

EXTREME DIALOGUE.ORG

About Extreme Dialogue

Launched in July 2016, the **Extreme Dialogue** project aims to reduce the appeal of extremism among young people and offer a positive alternative to the increasing amounts of extremist material and propaganda available online.

A series of short documentary films tell the stories of those profoundly affected by violent extremism; a former member of the Ulster Volunteer Force (UVF) whose father was killed by the IRA, and a former member of the now banned Islamist group al-Muhajiroun. The films are accompanied by a set of open access educational resources (online Prezi presentations and resource packs) which can be found at www.extremedialogue.org.

The resources can be used with young people aged 14-18yrs in classrooms or community settings and are intended to build pupils' resilience to extremism by creating a safe space for debating controversial issues and enhanced critical thinking. They also aim to give teachers the confidence to manage debates about contentious subjects and fulfil the Prevent duty in a proactive and positive way.

The UK films and resources form a larger package alongside three Canadian stories, including a former violent far-right extremist, the family of an ISIS foreign fighter, and a youth worker and former refugee. Extreme Dialogue will also be launching in Germany and Hungary later in 2016, with another three resources that will also be available in English.

Co-funded by the Prevention of and Fight against Crime Programme of the European Union, the project has brought together an international consortium including the **Institute for Strategic Dialogue**, film-makers **Duckrabbit**, and the educational charity **Tim Parry Johnathan Ball Foundation for Peace**.

Educational Resources

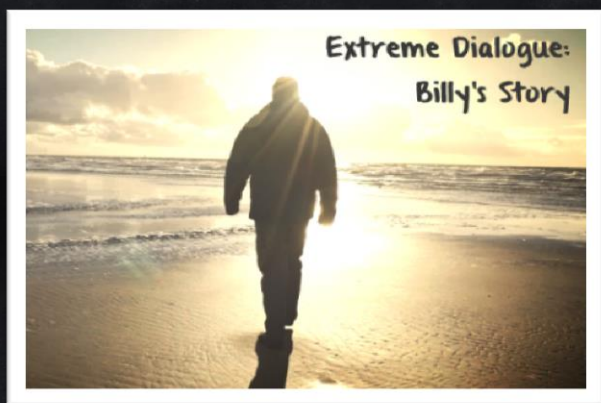
The educational resources contain over 6 hours of films, structured **classroom exercises** and **group activities** and provide opportunities for exploration and learning around extremism. They enable robust conversations to take place around what can be a difficult and sensitive topic and aim to develop young people's understanding of extremism, radicalisation and violence by;

- Developing the skills to think critically and enabling pupils to challenge extremist arguments and ideologies.
- Increasing contact with individuals and their stories, building empathy and association.
- Increasing knowledge and understanding of violent extremism and its roots.
- Evaluating why individuals become motivated to join extreme groups and commit violence.
- Analysing the consequences and effects of violent extremism.
- Challenging myths and misconceptions held around individuals and groups.
- Considering how young people can influence and participate in decision-making and create positive change.



The sessions are designed to maximise participation and encourage openness, collective learning and engagement through participants' contributions and responses. Within the resources, you will find the following types of exercises and activities;

- 'Questioning and explorations' exercises that enhance participants' emotional literacy and responses to the films, and allow them share different perspectives and viewpoints.
- 'Counter-narrative' exercises that challenge and refute extreme ideologies and beliefs.
- 'Problem solving' activities to encourage alternative and diverse approaches, and develop effective ways of resisting pressures and managing difficult situations.
- 'Moral reasoning' scenarios and situations to provide opportunities for critical thinking and the identification of core values and shared beliefs.
- 'Choices and consequences' exercises to highlight the wider impact of actions and decisions on others.
- 'What could you do?' exercises that explore potential practical next steps for individuals and communities to combat extremism and intolerance.



Prezi Educational Resource Presentations

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SOME MOTHER'S SON 15 minutes

ACTIVITY	LEARNING OUTCOMES	TEACHING POINTS
<p>Exercise: Watch Film 3: Some mother's son Duration: 7 minutes, Post-Film:</p> <p>Check Outcomes!</p> <ul style="list-style-type: none"> What was the theme in this session? What was the lesson from the film? 	<ul style="list-style-type: none"> Identify parts of the film: Posing questions for film Challenge any views from the film and discuss 	<p>Compare with the original scene only in the subsequent exercise to focus on the whole to group response.</p>
<p>Exercise: Unfold my arms Duration: 10 minutes, Post-Film:</p> <ol style="list-style-type: none"> The facilitator stands in front of the group and asks a volunteer to sit on a chair and tell them that they are going to the gymnasium today. The facilitator asks for a couple of volunteers who did not go to the gymnasium, asking a role of what they see and hear. The facilitator then says "I am now going to hold my arms, you can talk, without touching me, walk..." 	<ul style="list-style-type: none"> Engage the participant in a communicative and problem solving process. Identify personal and group responses to feelings. Provide an opportunity for the facilitator to discuss group responses to the film. 	<p>The facilitator should make sure that they have considered what can come up before using the exercise and</p> <p>This exercise is about breaking labels and recognising that even those who are with a mental health problem - or struggling with those doesn't have to be the answer.</p> <p>Checklist points to bear in mind:</p> <ul style="list-style-type: none"> Is that enough? Who doesn't have a group/teaching staff?

Educational Resource Packs

For more information about the Extreme Dialogue project please visit www.extremedialogue.org or contact us via info@extremedialogue.org.



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