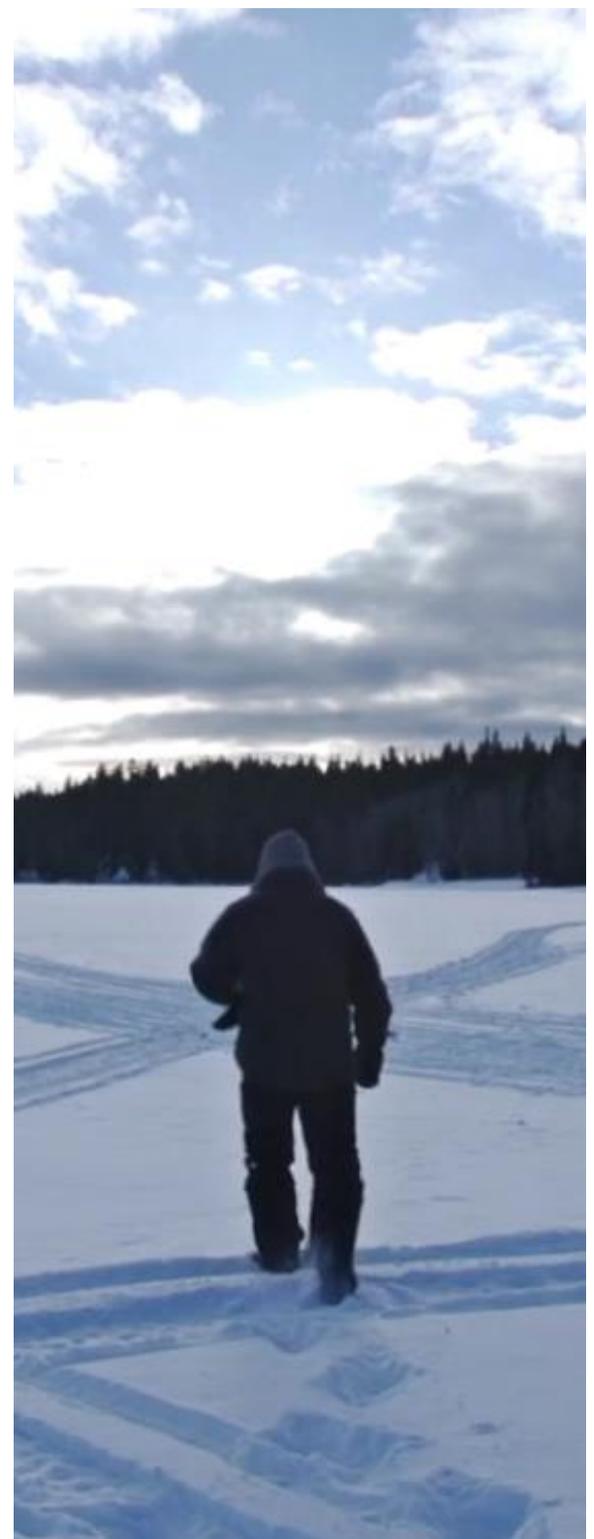


**EXTREME DIALOGUE.ORG**

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## Daniel's Story – Resource Pack

Delve deeper into Daniel's story using this exciting mixed-media educational resource that directly confronts the lures of violent white-supremacist groups and challenges their prejudiced ideas head on.

### About Extreme Dialogue:

The Extreme Dialogue project aims to reduce the appeal of extremism among young people via a series of short films and educational resources that can be used in classrooms or community settings and are intended to build resilience to extremism through active discussion and enhanced critical thinking.

Funded by Public Safety Canada through the Kanishka Project, the project has brought together an international consortium of expertise including the Institute for Strategic Dialogue, the educational charity the Tim Parry Johnathan Ball Foundation for Peace and film-makers Duckrabbit.

### Contact Us:

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# INTRODUCTION

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## WHO IS THE RESOURCE PACK FOR?

This resource pack is aimed primarily at young people aged 14-18 years. Whilst these may be the primary age groups, it could easily be used with audiences a little older or perhaps even a little younger depending on their maturity levels and levels of support. The resource or exercises within it could also be used with and by those tasked with working with young people as an opportunity to further explore issues surrounding extremism and radicalisation.

## WHAT DOES IT AIM TO DO?

The resource pack aims to provide opportunities for exploration and further learning to accompany the films about Daniel, Christianne and Damian.

It provides a series of exercises and activities to enable robust conversations to take place around what can be a difficult topic to explore.

We aim to develop young people's educational, psychological and social understanding through the resource by;

- Increasing young people's knowledge and understanding of violent extremism and its roots.
- Challenging myths and misconceptions held around individuals and groups.
- Increasing contact with individuals and their stories, building empathy and association.
- Evaluating why individuals become motivated to join extreme groups and commit violence.
- Analysing the consequences and effects of violent extremism.
- Developing the skills to think critically.
- Considering how young people can be involved in influencing and affecting change.

Exercises and activities are deliberately participatory to maximise participation and encourage learning from the wider group. Our approach is one of the facilitation of learning to encourage participation, openness and collective learning. For this reason we avoid providing single or limiting solutions and responses so as to encourage expression and engagement through participants' contributions and responses. We have found this approach to be particularly successful when working across mixed groups and on topics that can sometimes be difficult to engage with.

Within the resources, you will find the following:

- Questioning and explorations – to enhance participants' own emotional literacy and responses to content, to share different perspectives and viewpoints.
- 'Counter-narrative' exercises – setting the record straight (e.g. 'Daniel thought this – the truth is...').
- Problem solving – exercises to be delivered or carried out in a large or small groups. These are included to encourage participants to think about doing things differently, entertaining new possibilities and exploring alternatives.
- Moral reasoning – scenarios and situations to encourage critical thinking and the consideration of what makes up our own core values and shared beliefs.
- Choices and consequences – the impact of actions and decisions, including considering the impact on victims.
- 'Get Active' – what can you do? 'We need you to....' Exercises to explore the next steps for individuals and communities and consider practical steps to achieving that.

## USING THIS RESOURCE

The resources have been designed to examine numerous themes and topics within the films. The Prezis and the accompanying session plans work through chronologically providing a series of additional films, images and audio quotes to complement the films.

We do, of course, advocate that all sessions are undertaken with groups in order to maximise the learning possibilities available. We do however recognise that people may not wish to do so, and as such, sections tend to be contained and concluded to enable safe navigation between them.

Each of the workshops are quite lengthy and run at between 3.5-4.5 hours on average. You could consider cutting these sessions down to be delivered in 1-1.5 hour chunks depending upon what you have time for in your session. Similarly, the timings given for each activity or exercise are intended as guidelines and some groups may wish to shorten or extend the open discussions depending on their time constraints.

## PREPARING FOR THE SESSION

In preparing for the workshops, it is recommended that facilitators familiarise themselves with all content prior to using it. This includes viewing all of the short films and reviewing the exercises that are contained within.

Some of the exercises may require that lists or sheets are printed out in advance. Some of the exercises do not have instructions on the screen - this is deliberate so as to provide variety and flexibility within delivery. As such, the facilitator should familiarise themselves in advance.

In order to deliver the session effectively, facilitators may wish to ensure that there are flip chart pads and/or large pieces of paper available so that groups can record their responses collectively and share with the wider group in plenary.

## DELIVERING THE SESSION

It is often a good idea to spend time establishing the group and what they are about to embark upon in terms of the learning journey. This can take the form of simply speaking to the group to explain what it is that they are about to view and discuss. It is however often useful to establish an agreement or set of rules and expectations around participation. For an established group, this may not be necessary as patterns for learning may already be well established and work well. For other groups, it can be helpful in promoting confidence and encouraging participation in discussions on a topic that some may find difficult. Statements such as 'really listening to others - even when difficult' may appear, as well as more usual requests such as 'mobile phones on silent to avoid distraction', etc.

Suggestions have been made about asking people to work individually, putting people into pairs or into small groups. It may be that, as a facilitator, you wish to change this a little and switch between these, either increasing or reducing the size of your groupings. You should feel free to exercise your own judgement depending on what you feel is appropriate for the group whilst ensuring that safety is paramount for participants.

There are some notes within the resource packs to give clarity over the learning points and provide notes for the educator. These are not however exhaustive and are designed to allow the facilitator to apply with a certain amount of freedom and flexibility. That said, there are clear safety considerations with these resources. These are not the types of topics that are always familiar to participants and could evoke emotional responses. It is important that the facilitator considers this in their construction and delivery of any session. Furthermore, due to the nature of the content it is important that the facilitator remains available during the session. This could mean visiting small groups or being on hand for a one-to-one chat during or after the session.

## FEEDBACK

If you valued using the resources, or have ideas on how they could be improved, please get in touch via [info@extremedialogue.org](mailto:info@extremedialogue.org).

# PRE-FILM EXPLORATION

25-30 minutes

ACTIVITY	LEARNING OUTCOMES	TEACHING POINTS
<p><b>Introduction to session</b></p> <p><b>Duration: 5 minutes, Prezi Frames: 1-3</b></p> <p>Brief overview of what the group will be watching (based on the introduction above) and how the session will include a variety of workshops and the chance to explore the content of films, etc.</p>		
<p><b>Introductory audio quote</b></p> <p><b>Duration: 30 seconds, Prezi Frame: 4</b></p> <p><i>“I went up to see my kids, I travelled nine hours to see my kids, and then we went to, we decided to go camping my son came with me and visited my other kids as well, my other daughter was here for a week two and a half weeks ago so she didn’t want to come camping again.”</i></p>	<ul style="list-style-type: none"><li>▪ Sparks curiosity in the group.</li><li>▪ Promotes engagement and introduces another type of media.</li></ul>	<p>Encourage group to engage and listen. Let them know exploratory questions will follow.</p>

<p><b>Question to the group</b></p> <p><b>Duration: 5 minutes, Prezi Frames: 5-7</b></p> <p>Click on Prezi and screen with questions appears:</p> <ul style="list-style-type: none"> <li>▪ <i>Who do you think this person is?</i></li> <li>▪ <i>What do you think they do?</i></li> <li>▪ <i>What are they like as a person?</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Introduction to character and film.</li> <li>▪ Allows group to make assumptions about character and start to project an image.</li> <li>▪ Encourages curiosity about character.</li> <li>▪ Establishes levels of interest in the group.</li> </ul>	<p>This should be facilitated in the wider group and students encouraged to ‘put hand up’ to respond.</p> <p>Designed to be a quick fire response to gain initial reactions rather than in depth responses.</p>
<p><b>‘Safety’ slide</b></p> <p><b>Duration: 30 seconds, Prezi Frame: 8</b></p> <p><i>“The short film you are about to watch is pretty strong...”</i></p>	<ul style="list-style-type: none"> <li>▪ Expectation setting - what the next part of the session will entail.</li> <li>▪ Provides opportunity to establish safety in the group and the room – participants able to prepare themselves.</li> </ul>	<p>Facilitator should have assessed the suitability of the film by viewing several times in advance. Field answers to any questions.</p>
<p><b>Main film</b></p> <p><b>Duration: 8 minutes, Prezi Frames: 9-10</b></p> <p>Quote leading to main film</p> <p><i>“When we change, other people don’t necessarily change”</i></p>		<p>Quote comes right before the start of the film.</p>

## Post-film exploration

**Duration: 10-15 minutes (15 minutes if small groups exercise – 10 minutes to discuss and 5 minutes to share more widely), Prezi Frame: 11**

Questions to group:

- *What do you feel about or towards Daniel?*
- *What did the film make you think?*
- *What would you like to know more about?*

- Cultivate openness and participation in the group.
- Assess levels of engagement.
- Assess reactions and responses to the film.

This set of questions could be set up as a whole group exercise or as a small group exercise for the group to then feed back. It should not be a long session in duration as other exercises and activities will delve more deeply into the film and its content.

Feelings may include the following: angry, upset, confused, sad, stimulated, excited, depressed, anxious, helpless, worried, concerned, frustrated.

The group may have many thoughts and as they struggle to articulate these prompt them with these themes/topics: violence, extremism, vulnerable individual etc.

The group may wish to know more about a whole range of things from how Daniel got involved to the types of weapons he used. The key is to encourage that curiosity as there is a lot more to explore. This is also an opportunity to establish where interests are focused and areas that you may wish to follow up on later.

ACTIVITY	LEARNING OUTCOMES	TEACHING POINTS
<p><b>‘A Perfect Storm’</b></p> <p><b>Duration: 30 seconds, Prezi Frame: 13</b></p> <p>Introduction to next section.</p>	<ul style="list-style-type: none"> <li>▪ To prepare group for what they are about to explore.</li> </ul>	<p>This section aims to explore:</p> <ul style="list-style-type: none"> <li>▪ The motivations a person may have to become involved in a movement.</li> <li>▪ Internal and external or PUSH AND PULL factors, i.e. factors that can push a person away from their peer group and pull them towards another.</li> <li>▪ How black and white thinking can develop and impact judgement as well as behaviour.</li> </ul>
<p><b>Quote</b></p> <p><b>Duration: 30 seconds, Prezi Frame: 14</b></p> <p><i>“The first time I met skinbeads, racist skinbeads, I was 18, I was back on the street living homeless. I was smoking a joint with a guy walking down the road, there was two other guys walking in the opposite direction. They were skinbeads they knew the guy I was talking with. We stood there and got high together”.</i></p>	<ul style="list-style-type: none"> <li>▪ Another opportunity to ‘hear’ from Daniel.</li> </ul>	<p>You may decide to pause at various points to ask the group to reflect on what they are reading. These are direct quotes from Daniel. This quote implies the lure and allure of the ‘group’ and a sense of belonging.</p>

<p><b>‘Groups of...’</b></p> <p><b>Duration: 20-25 minutes (including de-brief), Prezi Frames: 15-22</b></p> <p>This appears as a title on the Prezi and the facilitator then uses notes to explain what next.</p> <p><b>(Exercise outline at bottom of the resource pack)</b></p>	<ul style="list-style-type: none"> <li>▪ Encourages participation and expression.</li> <li>▪ Potentially finding commonality with ‘the other’ when we least expect it.</li> <li>▪ About belonging to more than one group (multiple identities).</li> <li>▪ About feelings of isolation.</li> <li>▪ In group and out group.</li> <li>▪ Behaviours between different groups from reactions and responses. From competition to fulfilment.</li> <li>▪ Opportunities to experience some of the things we will be exploring in the session.</li> </ul>	<p>This is a whole group exercise.</p> <p>See the exercise outline at bottom of the resource pack for instructions on how to lead the group.</p> <p>Once the exercise has been completed, ask the group to return to their places and click on the Prezi again to list a series of questions.</p> <p>Notes on managing the de-brief are also contained on the session outline below. The facilitator should become familiar with the session prior to delivering.</p> <p>An important learning point of the exercise is to highlight that the world is divided into many different groups. There will be different things that will push or pull us towards those groups.</p>
<p><b>‘How I became a Neo-Nazi’</b></p> <p><b>Duration: 5 minutes, Prezi Frames: 23-24</b></p> <p>Group watches the film.</p> <p>Pause the film after the quote <i>“It gave me a direction, and it gave me a purpose...”</i> (Stop at 4 minutes 36 seconds)</p>		

## ‘Push and Pull Factors’

**Duration: 10-15 minutes, Prezi Frames: 25-27**

Group exercise: Facilitator leads

Instruction to the exercise:

*List the ‘Push and Pull’ (or internal and external) factors that contributed to Daniel’s involvement in violence.*

### Internal

- *What do you think Daniel was thinking and why?*
- *What do you think he was feeling?*
- *What made him feel like this?*
- *How did he view the world?*

### External

- *What were the factors that made it possible for Daniel to do what he did?*
- *What and who influenced his thinking and behaviour? (And how?)*

- Identify and evaluate the push and pull factors that influence individuals to become involved.
- Recognise there are often many factors at play as to why an individual may be driven towards violent extremism.

This is a group exercise designed to encourage the identification and understanding of different factors.

Divide the group as you wish – ideally into two groups minimum depending upon numbers.

The questions on the Prezi (under ‘Push and Pull’) are there to provide a guideline for responses – they need not be exhausted. The purpose is to generate discussion and to compile a list for comparison and sharing between groups.

This can be undertaken as a whole group exercise if time is restricted simply by asking the group to respond to the questions on screen.

### Internal Factors may include:

- Feeling isolated
- Anger and frustration with ‘other’ groups
- Personal trauma – childhood
- Need to belong
- Sense of identity
- Increasing status
- Sense of self importance
- Sense of moral/political injustice

		<p><b>External factors may include:</b></p> <ul style="list-style-type: none"> <li>▪ Access to victims</li> <li>▪ Information on internet</li> <li>▪ Music – supporting ideologies</li> <li>▪ Access to weapons</li> <li>▪ Access to employment because of the group</li> <li>▪ Behaviour of ‘others’ justifying his anger e.g. friend who raped, stepfather</li> <li>▪ Negative influencers</li> <li>▪ Charismatic individuals</li> <li>▪ Offers for membership of groups and gangs</li> </ul>
<p><b>‘Push and Pull Factors’ feedback</b></p> <p><b>Duration: 10 minutes, Prezi Frames: 25-27</b></p> <p>Feedback session - groups share their findings with other groups.</p>	<ul style="list-style-type: none"> <li>▪ Increase understanding.</li> <li>▪ Widen perspectives about the reasons why...</li> <li>▪ Participants spend time expressing and sharing their own thoughts on this amongst the group.</li> </ul>	<p>This is simply the plenary discussion to allow groups to share and hear from one another. Depending upon the quality of the discussion you may wish to spend more or less time on this.</p>

# THEM AND US - BLACK AND WHITE THINKING

50-60 minutes

ACTIVITY	LEARNING OUTCOMES	TEACHING POINTS
<p><b>‘Them and Us’</b></p> <p><b>Duration: 10 minutes for planning their ‘argument’ and 2- 3 minutes per group to share findings, Prezi Frame: 29</b></p> <p>Facilitator should:</p> <p>Divide the group in two.</p> <p>Give the groups an ‘identity’ – blue and brown eyes. You may wish to do this by allocating different coloured stickers or simply by asking them to self-divide.</p> <p>Ask the group to stand and look at the other group for 30 seconds.</p> <p>Then ask them to convene in a part of the room in their sub-group.</p> <p>Provide them with a flipchart or large sheet of paper. Ask them to draw two columns and list all the:</p> <ol style="list-style-type: none"> <li>1. Good things about us</li> <li>2. Bad things about them</li> </ol>	<ul style="list-style-type: none"> <li>▪ Understand that when motivated to demonise another group, it can happen quite easily.</li> <li>▪ Experience discrimination (or possibly even ‘benevolence’) and articulate the feelings that come from this.</li> </ul>	<p>It is possible that you will be asked for further instruction from group members but stick to the ‘script’ – you have divided them and want them to list... it is up to the group to interpret what they have heard from you as a facilitator.</p> <p>The reason that you are asking them to ‘look’ at the other group is to provide thinking and preparation time for the group.</p> <p>If someone refuses to do this – it is not a failure, it is a different affirmation of the process. This enables you to use this to encourage discussion about critical thinking. The why not? And what happened questions? There are no right or wrong answers at this point but it is simply to explore peoples’ motivations for why they acted as they did. This can be useful for further discussion later.</p> <p>During the exercise and indeed when the group come to share, it is possible that the group will ‘act up’ to the role they are playing even when it may feel superficial or unreal. In others cases, it may be the spirit of the activity that genuinely provokes such behaviour. Either way they are responses to the new group dynamic.</p> <p>It is useful to allow some of this to occur and to refer to these instances as examples of how easy it is to fall into role and</p>

		<p>behaviours when:</p> <ul style="list-style-type: none"> <li>▪ Affirmed by or supported by a group.</li> <li>▪ Instructed to provide a case ‘against’ a group.</li> <li>▪ Instructed by someone in a position of ‘seniority’ or ‘authority’ and so on.</li> </ul> <p>It is important to give time and attention to the question that asks where we see this in real life.</p>
<p><b>Exploration</b></p> <p><b>Duration: 5-10 minutes, Prezi Frames: 30-31</b></p> <ul style="list-style-type: none"> <li>▪ <i>What was easy about the exercise?</i></li> <li>▪ <i>What was difficult about the exercise?</i></li> <li>▪ <i>Did people agree within the group? How did you find consensus?</i></li> <li>▪ <i>Did anyone change their minds part way through? What did others do when this happened?</i></li> <li>▪ <i>Do some of the things that we saw in the exercise happen in real life?</i></li> </ul>		<p>As a facilitator, you will have observed different behaviours within the groups. It will be useful to take note of these behaviours during the exercise to share these with the group during the de-brief.</p> <p>The focus for discussion is around the process that just took place. You can keep this very short or increase time spent on discussions depending on how engaged the group are and whether or not you feel the point needs to be explored further.</p> <p>The exercise can also be related to the experiment undertaken in the US by teacher Jane Elliot or indeed refer to the film ‘The Wave’, in which similar experiments were undertaken with high school students.</p>

<p><b>Black and white thinking definition</b></p> <p><b>Duration: 30 seconds, Prezi Frames: 31-33</b></p>		<p>This is a simple and brief description which is intended to inform the audience. It may be useful to pause on this for a few moments and ask the group what they know, if anything, about the terminology.</p>
<p><b>Film 1 continued</b></p> <p><b>Duration: 15-20 minutes, Prezi Frames: 34-36</b></p> <p>Show the group the remainder of the first film. (Start from 4 minutes 37 seconds)</p> <p>When film concludes, click Prezi:</p> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Who did Daniel blame for society's problems? What were they blamed for?</i></li> <li>▪ <i>What were the labels and characteristics being applied to Jewish people?</i></li> <li>▪ <i>How did Daniel's relationships and associations change to strengthen his attitudes and beliefs?</i></li> <li>▪ <i>What was it about Daniel that allowed him to be more easily manipulated into black and white thinking?</i></li> <li>▪ <i>Which events and actions reinforced Daniel's views?</i></li> </ul>	<p>The group will learn about:</p> <ul style="list-style-type: none"> <li>▪ The scapegoating of the Jewish community.</li> <li>▪ Understand how groups are labelled and blamed as being 'responsible' for the challenges facing all groups.</li> <li>▪ How disassociation can take place with those who think differently.</li> <li>▪ Interactions with those who feed the mentality and don't challenge ideas.</li> <li>▪ The tactics deployed by recruiters to draw people in to movements.</li> <li>▪ Actions that affirm your identity and keep you in – stop you from thinking you're wrong (e.g. recruiting people).</li> <li>▪ Following doctrine and ideology with a faith that this will lead to</li> </ul>	<p>This section starts by revisiting film 1.</p> <p>The learning that is intended to be taken from this section is listed in the learning outcomes section. Encourage the group to listen intently as questions will be asked at the end.</p> <p>Once the film has concluded, ask the whole group to work through the questions to allow for immediate and speedy responses.</p>

	<p>achieving your goal. E.g. <i>“we’re spread out... for a war”</i>.</p> <ul style="list-style-type: none"> <li>▪ Understand how groups are labelled and blamed as being ‘responsible’ for the challenges facing all groups.</li> <li>▪ Explore where this occurs in their own lives - recognise this hasn’t stopped but evolves.</li> </ul>	
<p><b>‘This is still going on in Canada today’</b></p> <p><b>Duration: 5-10 minutes, Prezi Frames: 37-38</b></p> <p><b>Questions to the group</b></p> <ul style="list-style-type: none"> <li>▪ <i>Which groups are seen as the biggest ‘enemy’ in Canada?</i></li> <li>▪ <i>Does this ever cause problems? Does it have potential to cause problems in the future?</i></li> <li>▪ <i>Can black and white thinking ever be useful? What are the problems with black and white thinking?</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ ‘Extremism’ is something that takes many forms and exists in many places.</li> <li>▪ Consider the impact of leaving issues unchecked, unresolved or unexplored.</li> <li>▪ Explore, analyse and consider black and white thinking and understand its implications.</li> </ul>	<p>Should ideally be continued as a whole group or undertaken in smaller groups depending on how much the facilitator wishes to encourage reflection and how much time is available.</p> <p>This section takes the form of a de-brief and wrap up to the section on black and white thinking. It also provides a preface and warm up to the next section.</p> <p>It may be useful to explore the term ‘scapegoating’ and discuss how scapegoating works as a process: i.e. creation of the enemy, case building, reducing groups and individuals to single characteristics and behaviours. Feeds the narrative.</p>

## Audio quote

**Duration: 2 minutes, Prezi Frame: 39**

*"I used to go to extremist Muslim websites in order to get white supremacist literature, the reason for that is that the anti-Semitic piece is an ideological link among many extremist groups, targeting and scapegoating a particular group of people in order to justify the violent actions."*

This is another audio quote from Daniel and an opportunity to hear him reflecting directly. This can be paused and reflected upon to ask the group what they take from what he is saying.

ACTIVITY	LEARNING OUTCOMES	TEACHING POINTS
<p><b>‘Extreme Groups’</b></p> <p><b>Duration: 1 minute, Prezi Frames: 41-42</b></p> <p><i>“My tendency to commit violence and my willingness to commit violence became very handy for the guys I was working for. At that point I actually didn’t care if you were white or black, male or female, old or young or whatever, it didn’t matter, if you crossed certain lines, that was it. So that skill set was utilised and exploited by the people I was working with and hanging out with.”</i></p>		<p>Another audio quote from Daniel. This particular one emphasises the use of violence and his vulnerability to being used by and/or subscribing to a group advocating violence. It also highlights the ‘usefulness’ Daniel presents to the group.</p>
<p><b>Violent extremist groups</b></p> <p><b>Duration: 10 minutes, Prezi Frame: 43</b></p> <p>Instruction on screen for group.</p> <ul style="list-style-type: none"> <li>▪ <i>List as many organisations that use violence, threats and intimidation and other illegal activities against other groups and individuals - in order to get what they want.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Raise awareness of extreme groups in Canada.</li> <li>▪ Recognise that some of the behaviours/activities that lead to violent extremism are present in different groups.</li> <li>▪ Recognise that groups often ‘feed’ one another.</li> <li>▪ Recognise that violent extremism is</li> </ul>	<p>Split the group into a minimum of two groups in order to maximise participation.</p> <p>Ask them to create a list of all groups who behave in a violent and/or extreme way.</p> <p>It is ideal to give the groups between 5-10 minutes to brainstorm to give adequate time for discussion.</p>

	not synonymous with one nationality, creed or colour. It's not just black and white.	
<p><b>Group sharing</b></p> <p><b>Duration: 5-10 minutes, Prezi Frames: NA</b></p> <p><b>These questions are not on Prezi:</b></p> <p>Was it easy to come to agreement about which groups were extreme?</p> <p>What were the challenges that you faced in identifying groups?</p>	<ul style="list-style-type: none"> <li>▪ Hear from others.</li> <li>▪ Different perspectives and understanding.</li> </ul>	<p>Facilitate the sharing of findings between the groups.</p> <p>If time permits and appropriate - work through some of the exploratory questions.</p>
<p><b>'Facing Facts'</b></p> <p><b>Duration: 3-5 minutes, Prezi Frame: 44-55</b></p> <p>Spectrum of groups from around the world, past and present.</p> <p><u>Source: Public Safety Canada, Currently listed entities</u></p>	<ul style="list-style-type: none"> <li>▪ Provides participants with a view of spectrum and shows how it occurs in different places and spaces.</li> </ul>	<p>This is a slide providing information – statistics and facts to share with the group. It may be helpful to read out or point out particular stats/facts.</p>

<p><b>Group questions</b></p> <p><b>Duration: 5 minutes, Prezi Frames: 56-57</b></p> <ul style="list-style-type: none"> <li>▪ <i>What stood out for you from the different groups?</i></li> <li>▪ <i>What was the biggest surprise?</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Reflection on content.</li> <li>▪ Opportunity to question further.</li> <li>▪ Opportunity for participants to explore further using sources beyond the session.</li> </ul>	<p>This can be undertaken very quickly or more slowly depending upon time available, and the responses from the group.</p>
<p><b>Quote</b></p> <p><b>Duration: 1 minutes, Prezi Frames: 58</b></p> <p><i>“Three similarities between white supremacists and ex-Muslim organisations would be that there is a shared perceived enemy being the Jews that there is a need and a necessity to be in a war or combat or to deal with it through violence and there is a willingness to be the one to carry out that action. The third is to do things that others won’t do and to be a soldier in the war and to carry out violent acts.”</i></p>		<p>A further audio quote from Daniel that reflects on the similarities between organisations that may be perceived as groups who should be polarised.</p>

ACTIVITY	LEARNING OUTCOMES	TEACHING POINTS
<p><b>Film 2</b></p> <p><b>Duration: 8 minutes, Prezi Frames: 60-61</b></p>	<ul style="list-style-type: none"> <li>▪ What and who kept him in the movement.</li> <li>▪ How his life was affected.</li> <li>▪ The factors and individuals that influenced his transition out of the movement.</li> </ul>	
<p><b>Questions to the group</b></p> <p><b>Duration: 10-15 minutes, Prezi Frames: 62-63</b></p> <ul style="list-style-type: none"> <li>▪ <i>What kept Daniel in?</i></li> <li>▪ <i>What did Daniel gain from the movement?</i></li> <li>▪ <i>What did he lose?</i></li> <li>▪ <i>What was the impact on his relationships?</i></li> <li>▪ <i>What were the factors that helped him move away?</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Understand the social and emotional impact on Daniel.</li> <li>▪ Recognise the role of charismatic individuals and ‘leaders’ in influencing negatively.</li> <li>▪ Recognise the significance of the role of his grandmother (Kookum) in providing unconditional love.</li> </ul>	<p>This section should focus on the social and emotional impacts on Daniel.</p> <p>The group should be encouraged to reflect on the workshops carried out earlier during the session.</p> <p>What kept him in and what did he gain? Responses may include:</p> <p>Identity, belonging, relationships, activities, rewards, role, status, fun, engagement, being listened to, safety. Other charismatic leaders and role models. People with experience.</p>

<p><b>Audio quote</b></p> <p><b>Duration: 1 minute, Prezi Frame: 64</b></p> <p><i>“I felt powerful, I felt like I mattered, I felt like I was somebody that people knew who I was that people would never forget me, and that was what I wanted. All I ever wanted was to be heard.”</i></p>		<p>A further audio quote from Daniel complimenting the section prior to this. Provides an opportunity for affirmation or further reflection.</p>
<p><b>‘Values Continuum’</b></p> <p><b>Duration: 30-40 minutes, Prezi Frames: 65-72</b></p> <p>Ask group to stand up in the centre of the room. You may wish to put signs up with agree at one end of the room and disagree at the other end.</p> <p>Introduce them to the ‘Values Continuum’.</p> <p>This is a whole group exercise designed to encourage discussion, position taking and encourage critical debate. The statements may appeal to people for different reasons. People may start by positioning themselves in one place along the line, but as they hear other speak, they may wish to change places. They should be allowed to do so at any time.</p> <p>Click the Prezi to list statements one by one.</p>	<ul style="list-style-type: none"> <li>▪ Consider own values and beliefs.</li> <li>▪ Consider own motivations and ideas.</li> <li>▪ Critically analyse information and arguments presented.</li> <li>▪ Develop ability to articulate position through presentation and dialogue.</li> </ul>	<p>The group should be asked to remain standing to discourage apathy and to encourage inclusion.</p> <p>The use of a talking ‘object’ (or even a microphone!) can be useful to encourage focus and engagement.</p> <p>Participants should position themselves in a linear manner depending on how closely they agree or disagree with the statement. Select a minimum of 2-3 people per statement to ask them why they have selected their position. It is useful to hear from people at extremes of the spectrum to encourage dialogue and sharing. It can also be useful to select different people in ‘same’ area to establish diversity amongst reasons for position.</p> <p>Useful to try to be a participatory as possible to encourage diversity of responses.</p> <p>The exercise is not necessarily about forcing others to move but rather is about listening to the views and positions of others.</p>

When participants have positioned themselves, ask 2-3 (or more) to share with the group why they are stood where they are.

**Values Continuum Statements**

- *Some causes need violence*
- *Daniel clearly knew what his aims were*
- *Daniel had no choice to do what he did*
- *Daniel achieved his objectives*
- *Some groups deserve less than others*
- *I could never use violence to solve a problem*
- *Daniel will never recover from what he has done*

ACTIVITY	LEARNING OUTCOMES	TEACHING POINTS
<p>Reflections I</p> <p><b>Duration: 20 minutes (10 minutes in small groups and 10 minutes to share), Prezi Frames: 74-76</b></p> <ul style="list-style-type: none"> <li>▪ <i>“When someone is being abusive towards me, I want that issue to be resolved in a way that is not abusive”.</i></li> </ul> <p><b>‘Act don’t react’</b></p> <ul style="list-style-type: none"> <li>▪ <i>We need to be critical of anyone who encourages us to act abusively towards anybody else’.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Consider Daniel’s stance on violence.</li> <li>▪ Consider how Daniel has moved on.</li> <li>▪ Opportunity to reflect on the learning taken throughout the workshop.</li> <li>▪ Consider what Daniel’s messages/reflections mean.</li> </ul>	<p>Quote to preface where Daniel is now. The image that provides the backdrop for these questions shows Daniel looking up with quite a bright setting. The scene of the image is also where Daniel talks of how he is moving on in the original film. This workshop’s process is concluding using a similar image of Daniel.</p>

## Reflections II

**Duration: 20 minutes (10 minutes in small groups and 10 minutes to share), Prezi Frames: 77-78**

- *What have you learnt about how life is for Daniel now?*
- *What do you think has helped Daniel to leave a destructive identity behind?*
- *What is useful about this story and this process?*
- *Do you think it is important that other Canadians hear Daniel's story? Why?*

- Consider Daniel's stance on violence.
- Consider how Daniel has moved on.
- Consider Daniel's story, this workshop and resource in the context of others – how can this impact in other places?

This is a session designed to work towards closing the workshop in a safe and constructive manner.

It is ideal to separate the group in to smaller discussion groups to encourage participation and sharing in what will be a more intimate forum.

Once the small groups have spent time discussing, their key points can be shared in a wider forum.

Participants get an opportunity to discuss how Daniels life has moved on after a life dominated by abuse and violence. It is important that the group is able to reflect upon that.

This section provides an opportunity for participants to think about how they can take their learning and apply it outside of the workshops.

## Reflections III

**Duration: 20 minutes (10 minutes in small groups and 10 minutes to share), Prezi Frames: 79-80**

- *What does this story mean for you?*
- *Where does responsibility lie in this story?*
- *What are our responsibilities?*
- *If you knew someone like Daniel, what could you do?*

It is ideal to separate the group into smaller discussion groups to encourage participation and sharing in what will be a more intimate forum. Once the small groups have spent time – their key points can be shared in a wider forum.

This section provides an opportunity for participants to think about how they can take their learning and apply it outside of the workshops.

# GROUPS OF....

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## OBJECTIVES:

- To demonstrate the wide number of groups that we can belong to at the same time, and that we share many qualities with people we don't expect to.
- To explore the behaviours that we see taking place in and between groups of different identities.
- To consider how behaviours can be reflexive and reflective and cause responses.

## REQUIREMENTS:

A room that allows for walking round with plenty of space.

## ACTIVITY:

The facilitator asks the whole group to walk around the space, without speaking to any one and without touching.

The facilitator will then explain that the objective is for the group to move around and then get into specific groups based on shared characteristics.

A good introduction to this is to ask the group to get in to groups of two, three, fours and so on.

The move into the activity proper, the facilitator announces: “*Groups of .....*”

- ...*People who have the same hair colour*
- ...*People with the same numbers of brothers and sisters*
- ...*People who have the same shoe size*
- ...*People who were born in the same month*
- ...*People who have the same star sign*
- ...*People who support the same hockey team*

As the group warm up to the exercise, it is possible to make more weighted suggestions:

- *People with the same skin colour*
- *People of the same ethnic background*
- *People with the same political views*

## QUESTIONS:

- *What did you see people doing when they moved from group to group? How were they reacting? (A list is shown on Prezi of potential behaviours that occurred)*
- *Which of these did we see more of? (Reflecting on the list on the screen)*
- *Why do we see these sorts of things happen in these situations?*

## THEN:

- *How did it feel when you found your group?*
- *How did it feel when you were on your own?*

If the facilitator wishes to continue the conversation they can ask about real life parallels.

- *How much of what we have experienced do we see in real life? Do we ever see these sorts of behaviours in other groups? What is the impact?*

Once the conversation has concluded – draw the session to a close, thanking participants for their involvement.

## TEACHING POINTS:

It is very likely that people found that they had things in common with people even when they could not have foreseen or imagined that. This is an important point. Often we are focused on what divides rather than what unites us.

An important learning point of the exercise is to highlight that the world is divided into many different groups. There will be different things that will push or pull us into those groups.