

EXTREME DIALOGUE.ORG





Co-funded by the Prevention
of and Fight against Crime
Programme of the European
Union

Jimmy's Story – Resource Pack

Find out more about Jimmy's story using this multi-media educational resource that further explores the consequences and effects of extremism and radicalisation today.

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.

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.

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the European Commission cannot be held responsible for any use which may be made of the information contained therein.

Contact Us:

www.extremedialogue.org

info@extremedialogue.org

© Institute for Strategic Dialogue, 2016: This material is offered free of charge for personal and non-commercial use, provided the source is acknowledged. For commercial or any other use, prior written permission must be obtained from the Institute for Strategic Dialogue. In no case may this material be altered, sold or rented.

INDEX

- *INTRODUCTION* p.4
- *A SOUVENIR FROM MY CITY* p.8
- *THE BEGINNING OF A DREAM* p.15
- *A DIFFERENT STORY* p.22
- *ACTIVITY SHEETS* p.30

INTRODUCTION

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 which feature people who have perpetrated or survived extremism, or who are experiencing transition and marginalisation.

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.
- Narrative exercises – setting the record straight.
- 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.

A SOUVENIR FROM MY CITY

1 hour 10 minutes

ACTIVITY	LEARNING OUTCOMES	TEACHING POINTS
<p>Introduction to session</p> <p>Duration: 5 minutes, Prezi Frames: 1-3</p> <p>Tell the group that they are going to spend some sessions exploring the life and choices of someone who has had to make some changes in their life.</p> <p>Explain that the group will be asked to reflect and share opinions based on activities, pictures and a film.</p> <p>After introducing the process, ask the group if they have any questions.</p> <p>Explain that the process will involve discussions and that those taking part will be asked to share their views and opinions. It is not a traditional ‘teacher/learner’ process.</p>	<ul style="list-style-type: none">▪ To inform the group about the process they are about to embark on.▪ To give the participants a clear and honest understanding of what is to come.▪ To communicate that those taking part will be encouraged to express and share thoughts and opinions as the process goes on.	<p>Due to the stimulating nature of the material, there could be a range of responses and reactions. It is important to give voice to everybody who wants to speak, and not to allow one or two individuals to dominate the process. Equally when a participant says something that is contentious or inflammatory is very important that this is dealt with in a way which maintains engagement. As a facilitator, keep in mind the distinction between the behaviour and the individual; a person must not only be defined by some of the things they do.</p> <p>As with the other activities it is important that the facilitator keeps a brief record of what has been said for themselves or for the group as this will be needed for subsequent activities.</p>
<p>Exercise: Words</p> <p>Duration: 15 minutes, Prezi Frames: 4-9</p> <p>Ensure that the participants each have a hand-out for</p>	<ul style="list-style-type: none">▪ To explore initial and unfiltered responses to various labels.▪ To lay the foundations for the	<p>Each of the words used in this activity relate to the main subject (Jimmy), it is important however that the participants <u>are not told this before</u> they do the word association. The</p>

<p>the words exercise (see page 31) and pen.</p> <p>The facilitator explains that the participants must (as individuals) write down in the 2nd column the first things that come to their mind when they hear certain words.</p> <p>The facilitator then reads out these words in this order. After each word is read aloud time is given for the participants to write their responses, after a minute or so the next word is read and so on.</p> <ol style="list-style-type: none"> 1. Fisherman 2. Engineer 3. Syrian 4. Refugee 5. Peace activist <p>Canvas a few responses from participants to get an idea as to what people came up with on each label. Make this brief and certainly not exhaustive.</p> <p><u>Debrief:</u></p> <p>Briefly ask the group the following:</p> <ul style="list-style-type: none"> ▪ How it was to do this? ▪ Were some words harder to think about than others? Why? <p>The facilitator then asks the group to retain their pieces of paper for a later stage.</p>	<p>sessions that will follow (multiple identities etc.)</p> <ul style="list-style-type: none"> ▪ To gather an idea of the reference points the participants may already have. 	<p>activity must be delivered prior to any information about Jimmy being received.</p> <p>The process here is deliberately quick; the idea is to gather a set of initial associations.</p> <p>It is not the function of the facilitator to explicitly challenge the attitudes, but rather to establish what they are. Open dialogue and expression to a large extent. The content will be looked at after watching the film.</p> <p>Should unpleasant/provocative responses occur the facilitator can positively frame the fact that the participant has had the bravery to share their thoughts, but that the process we are engaged in means that it may be more useful to reserve judgements until we know more.</p> <p>The words escalate in terms of resonance and importance to Jimmy's story. Jimmy is all of these things and more, however this explicit link is not shared during this activity but in work following the viewing.</p>
--	--	--

Exercise: The Assumption Circle

Duration: 20 minutes, Prezi Frames: 10-13

Divide the group into two. Group A and group B.

Ask group B to sit in a small tight circle of chairs facing outwards.

Group A sit a short way opposite on chairs facing into members of the group B circle. (The idea here is that someone from group A can have a conversation with someone from group B.)

The facilitator asks the participants to simply look at each other without speaking. After about thirty seconds or so, again without speaking the participants are asked to consider ***what the favourite food is of the person sat in front of them.***

After a short while, the participants are asked to share their ‘assumptions’ with their partners.

The process is repeated (asking them to look without speaking initially) with the following categories, but before each new subject is read out each participant moves a space to their right.

- What type of film do you think this person would like to watch?
- What hobbies or pastimes does the person opposite you have?
- What profession would they like to have later

- To give participants the experience of having assumptions made about them, whether they may be right or wrong.
- To explore the processes involved in making decisions about people based on small amounts of information.
- To explore how sometimes assumptions can be right, and at other times wrong.

Do not tell the participants the name of this exercise in advance as it may give the game away!

Remember that the intention is to experience before the learning objective is stated.

The objective here is not so much to give everybody a chance to express in front of the whole group, but more to allow everybody to experience being on the giving and receiving end of assumptions.

Due to the nature of the exercise, some of the responses people make about others may be deemed offensive or effusive in their praise. It is important to be aware of this simply asking open questions about how it feels and moving on to others if, for example, you become aware that someone is saying something for effect.

The exercise is scheduled to be 20 minutes long but depending on interaction and debrief, it can take up to 40 minutes. For the purpose of this session and the fact it is an introduction to the material, it is ideal to keep this relatively short and concise.

Responses on the debrief will vary and you should be aware of when they are useful/ not useful – this should encourage the group to think about their own lives and experiences as well as those of others in society.

The activity is not concerned with exposing errors, but with the process of assuming. To this end accurate assumptions are

<p>on in life?</p> <p>After each topic is explored, the facilitator gives opportunity for a few people to share the difference between the assumptions made and the reality, and how it felt.</p> <p><u>Debrief:</u></p> <ul style="list-style-type: none"> ▪ What did we just do during that exercise? ▪ How did it feel when someone was right about you? ▪ How did it feel when someone was wrong about you? ▪ How do we form impressions of other people? ▪ Are assumptions ever useful? Give examples. ▪ When are they not useful? <p>As the group provide responses, it can be useful to record some of these on a flip chart and, finally, label the flip chart with the title of the exercise at the end.</p>		<p>worth discussing as well.</p> <p>Some individuals may not like looking at their partner for very long before speaking, so this aspect can be limited at the facilitators' discretion.</p>
<p>‘Safety’ slide</p> <p>Duration: 30 seconds, Prezi Frames: 14</p> <p>Click on Prezi</p>	<ul style="list-style-type: none"> ▪ Expectation setting. ▪ Provides opportunity to establish safety in the group and the room – participants 	<p>Facilitator should have assessed the suitability of the film by viewing in advance.</p> <p>Prepare for answers to any possible questions.</p>

<p><i>'The short film you are about to watch can be provocative and even upsetting for some. Take care of yourselves'.</i></p>	<p>able to prepare themselves.</p>	
<p>Watch the film</p> <p>Duration: 7 minutes, Prezi Frames: 15-16</p> <p>The facilitator now tells the group that they are going to watch a film which is about a person who has had to move away from home.</p>		
<p>Exercise: Words – return!</p> <p>Duration: 10 minutes, Prezi Frames: 17-22</p> <p>Ask the group to retrieve the pieces of paper with the stimulus words from the first activity they did.</p> <ol style="list-style-type: none"> 1. Fisherman 2. Engineer 3. Syrian 4. Refugee 5. Peace activist <p>Ask the participants to reflect on what they wrote during the exercise. Now ask them to add any further thoughts they may have in the 3rd blank column, having seen the film.</p> <p>There is not sufficient time to ask the entire group for responses so keep the next bit brief:</p> <p><u>Debrief:</u></p>	<ul style="list-style-type: none"> ▪ This activity is intended to consolidate the fact that people can have multiple identities. ▪ Allows the group to reflect on the judgements made earlier and whether or not the judgements have changed now in light of what they see. ▪ Allows the group to recognise that even though first impressions and judgements are made – they can be revisited and reflected upon. 	<p>It could well be that participants have not altered their impressions at all and in a sense, that is not the point. The point is to invite time for reflection and enable them to complete something they started prior to having any information about Jimmy.</p> <p>Retain the groups' exercise worksheets for the next session.</p>

<ul style="list-style-type: none"> ▪ What has changed if anything? ▪ What did you add? ▪ Did you want to take anything away? Why? <p>The facilitator can now tell the group some additional information that does not come across in the film:</p> <p><i>Jimmy is from an Armenian family and he is a Christian.</i></p> <p>Remind the group that (within reason) there are no right or wrong answers – it really is about their own responses and reflections in relation to how they see and experience things.</p> <p>Ask the group what and how they think other people may be labelling people like Jimmy now.</p> <p>Thank the group for their participation.</p>		
<p>Closure Exercise: The Stone</p> <p>Duration: 10 minutes, Prezi Frame: 23</p> <p>Ask the group to sit in a circle and tell them that the stone will soon be passed around.</p> <p>Before handing over the stone, remind the participants that Jimmy in the film starts by sharing the fact that the stone is the only thing he has left from his city – the place he lived his whole life prior to fleeing to Germany.</p>	<ul style="list-style-type: none"> ▪ This activity is intended to close the session in a calm and safe manner. ▪ The closing session here is intended to allow students to identify with the fact that Jimmy needed to leave Syria because of survival. ▪ Additionally, it gives opportunity to hear a variety of responses 	<p>As with the closing of the first session, it is useful (yet not vital) for every participant to share something with the group.</p> <p>It is important that the facilitator nurtures and encourages a serious atmosphere.</p> <p>Unless something deliberately offensive or disruptive is said, the facilitator should acknowledge each contribution, paraphrasing if they feel necessary.</p> <p><u>Important Cautionary Note:</u> The facilitator may feel that</p>

<p><i>Show the IMAGE from the film with the stone and the quote beneath this image:</i></p> <p><i>‘This small stone is my only souvenir from my city... the place I lived my whole life’</i></p> <p>Ask the group:</p> <ul style="list-style-type: none"> ▪ If you had to leave your town in a hurry, what would you like to take as a souvenir? <p>Participants do not have to say something if they do not want to.</p> <p>The stone is passed around and only the person holding it is allowed to speak.</p> <p>Tell the group that the session is over and that next time they will find out more and revisit different aspects of Jimmy’s story.</p>	<p>from within the same group.</p>	<p>some groups are too boisterous to be entrusted with an actual stone as it might be thrown or misused. With this in mind, the facilitator may elect to ball up a piece of paper and say that this represents the stone that Jimmy showed us in the film. This piece of paper will take the place of the stone.</p>
--	------------------------------------	--

THE BEGINNING OF A DREAM

1 hour 5 minutes

ACTIVITY	LEARNING OUTCOMES	TEACHING POINTS
<p>Introduction to Session Two</p> <p>Duration: 5 minutes, Prezi Frame: 25</p> <p>Tell the group that they will continue to look at Jimmy's story and that they will do some slightly more complex activities and look at some sections of the film they saw last week, but in more detail.</p>	<ul style="list-style-type: none">▪ To allow the participants to reconnect with and recall the content explored last time.	<p>The facilitator should have with them the paper work from the last session (the activity sheets and lists that were made by the groups and individuals during the first meeting). This is to connect the group with their previous session and allow them to consider tracking their own learning journeys.</p>
<p>Exercise: Postcards</p> <p>Duration: 5 minutes, Prezi Frames: 26-31</p> <p>This is a very simple activity which shows the group a selection of pre-war images from Syria. The activity takes the form of a group discussion.</p> <p><u>Instructions:</u></p> <p>Show the group the pictures and ask:</p> <ul style="list-style-type: none">▪ Where do you think this is?▪ Would you like to visit this place?▪ Why do you think postcards were made of this	<ul style="list-style-type: none">▪ The objective of this activity is to allow participants to develop further understanding of how Syria looked before the recent War.▪ The images can provide a counter balance to current impressions gathered from the media.▪ An important objective here is to provide some reference points to the participants of the	<p>This is not meant to give a total and comprehensive understanding of pre-war Syria.</p> <p>Nor is it intended to be the catalyst for a long and in depth discussion.</p> <p>This activity is intended as a brief means by which to broaden the understanding that the participants may have of Syria (and potentially of other places from which people are forced to flee).</p> <p>The questions are supposed to be open to enable honest</p>

<p>location?</p> <ul style="list-style-type: none"> What do you think the people in these places have? <p>Then explain that the images all come from Syria and were taken before the recent conflicts.</p> <p>Then ask:</p> <ul style="list-style-type: none"> Do these pictures fit with your current impressions or understanding of Syria? 	<p>Syria that Jimmy would have grown up in and experienced prior to the recent war.</p>	<p>expression of participants.</p> <p>It is ok not to know all of the answers for questions that may come up.</p>
<p>Present Day</p> <p>Duration: 10 minutes, Prezi Frames: 32-38</p> <p>The facilitator tells the group that they will now look at some images of present day Syria.</p> <ul style="list-style-type: none"> Could you see yourself living somewhere like this? What do you think it might be like to live somewhere like this? What do you think would need to happen before people found it safe to return? What do you think the people in these places have? 	<ul style="list-style-type: none"> This activity is intended to give participants an opportunity to explore the changes and transitions that Syria has experienced. 	<p>The images have been selected to show the physical changes that the cities have endured, along with some of the human cost.</p> <p>The images will cause an emotional effect and to that end, time and space will be needed to thoughtfully and responsibly handle any issues or questions that come up. It is very important that the participants are not encouraged to research further online, as there is a vast amount of misleading, damaging and upsetting material.</p> <p>The activity is not designed (nor should it be used) to shock. It is intended to contrast the present reality of destruction with Syria's developed past.</p> <p>It is ok not to know all of the answers for questions that may</p>

		come up.
<p>Exercise: Choices and Consequences</p> <p>Duration: 20 minutes, Prezi Frames: 39-41</p> <p>Divide the group up into smaller groups of about four to five people.</p> <p>Make sure that each group has a hand-out printed from page 42 of this pack containing the questions. They should also have some pens.</p> <p>Tell the group they will now hear a story. They should make notes if they wish but the key is to listen as they will be asked questions afterwards.</p> <p>Now read out the following story to them:</p> <p><i>“One Saturday afternoon, six friends were out visiting a nearby town. They had gone to do some shopping, have something to eat and maybe see a film before going home in the evening. This town is about an hour from the smaller town where they all live. At about four o’ clock in the afternoon, they are sat in the main square, trying decide what to do next. Suddenly from a nearby side street they hear shouting and the sound of windows being smashed. All six of the friends look over and see a street fight and commotion which involves about thirty people. Some of the people out shopping quickly move away. The six friends stand up.</i></p> <p><i>One of the friends asks a man who is walking quickly by what is</i></p>	<ul style="list-style-type: none"> ▪ The key objective here is to start a discussion and exploration about violence and whether it is more useful to go towards it or to get away from it. ▪ It is intended to explore the motivations for both, and possibilities of repair for people who have been affected by violence even though they were not responsible for it. ▪ The activity uses a story as a vehicle to explore motivations and reasons for wanting to join a fight. ▪ The activity is explicit, yet the story is contained within the relatively safe environs of a ‘domestic’ situation. 	<p>It is important for the facilitator not to make any judgements. The activity is concerned with discussing our response to violence that is distant from us.</p> <p>Later on in the work the group will compare some of the responses to Jimmy’s story and response to violence.</p> <p>The activity is not intended to explore ‘right and wrong’ but more to begin to understand motivations and consequences.</p> <p>The activity is not judgemental, but intends to make explicit some choices that people make and which link to current involvement across Europe with extreme causes.</p> <p>The facilitator should (if they feel it is safe) make links to the wider picture of clashes between groups and extremist involvement with the final segment of questions in the debrief.</p> <p>Occasionally groups may need to be prompted or reminded of concepts like ‘revenge’; e.g. “do you think revenge plays a part?”</p>

<p><i>going on.</i></p> <p><i>The man says “some people from out of town are being attacked!”</i></p> <p><i>One of the friends says,” we should go and do something.”</i></p> <p><i>Another says, “no, why don’t we get out of here, we don’t know what might have happened, let’s go to the station and go home early”.</i></p> <p><i>The friends briefly discuss options, talking loudly and over each other. After about a minute, three of the group leave quickly to get to the station. The remaining three slowly walk towards the noisy crowd which is getting louder”.</i></p> <p>Ask the groups to consider the following questions on their sheets:</p> <ul style="list-style-type: none"> ▪ What did you think was happening? ▪ Should the friends have believed the man? ▪ Why did three go home? ▪ Why did the other three walk towards the disturbance? ▪ Why might some people be attracted to violence? ▪ What will happen to the six friends? ▪ Which group would you have been in and why? <p>As the groups are discussing their responses, you should move between groups to listen in on the conversations and help stimulate dialogue if you think it</p>		
--	--	--

<p>is needed.</p> <p>After 10 minutes of discussion, ask the group to share their responses with the wider group.</p> <p>Finish by asking the group the following questions:</p> <ul style="list-style-type: none"> ▪ What can this story tell us about Germany and Europe now? ▪ What will happen if people continue to join or support groups that promote division? <p>Field the responses and draw the conversation to a close thanking the group for their participation.</p>		
<p>Film Section One & Debrief</p> <p>Duration: 10 minutes, Prezi Frames: 42-50</p> <p>Tell the group that they are going to watch the beginning section of the film and that it relates to the activities they have done today.</p> <p>Ask the participants to be aware of things that are new to them, things they may have missed first time around, and also to see if they understand things in a different way now.</p> <p>Watch up to 3.20 minutes.</p> <p>Following the film, these questions appear on the Prezi or you may choose simply to read these out to the</p>	<ul style="list-style-type: none"> ▪ Showing the first section of the film here refreshes the groups' memory following the previous session. ▪ The objective of this set of discussion questions is to help the participants understand more closely some realities of violence and the situation in Syria. ▪ By examining a section of the film in more detail they will be able to reflect on the choices 	<p>The facilitator should remind the group that aspects of the film section are disturbing, but it is important to note that Jimmy is now safe in Germany. The process of reflecting on and sharing his story is helping him deal with a traumatic past.</p> <p>It is quite important here to understand that the impact of the questions and discussion is not necessarily to be measured by direct responses. The questions themselves, purely by being openly and explicitly asked will cause contemplation and learning. With this in mind the facilitator should not 'force' responses.</p> <p>Should there be any large silences or gaps, the facilitator may choose to add some of their own contemplations or to broaden the scope with some input. The following are some useful</p>

<p>group one by one.</p> <p>Use these as a guide for a whole group discussion:</p> <ul style="list-style-type: none"> ▪ How did Jimmy respond to violence? ▪ Did he run to it or away from it? ▪ What impact did the regime change have on him? ▪ Why did he flee on the 14th January 2014? ▪ Why do people want to get involved in violent conflict? ▪ Do they understand what they are getting into? ▪ What do you think Jimmy would say to people wanting to use violence? 	<p>Jimmy has had to make.</p>	<p>opening phrases:</p> <ul style="list-style-type: none"> ▪ Some people think..... ▪ If I had been in a situation like that I would probably feel.... ▪ Some people who have been in that situation have reported feeling....
<p>Quote:</p> <p>Duration: 1 minute, Prezi Frames: 51</p> <p>This quote is an opportunity to simply remind the group of a few key lines from Jimmy towards the close of the session. It should simply be displayed and held for a few moments before you then ask the group to move for the final section of the session.</p> <p><i>'I couldn't believe I was free, it was the beginning of a dream...Slowly control was seized by the organisation the world is fighting against. Da'esh. Unfortunately, even more than under Assad, there were people who were known about in the</i></p>	<ul style="list-style-type: none"> ▪ This quote is an opportunity to simply remind the group of a few key lines from Jimmy towards the close of the session. It links well with the previous exercise. 	<p>The quote may raise reflections and responses from the group and, if it does, the facilitator should feel free to explore that with them briefly. It is designed to add poignancy to the close of the previous exercise more than anything.</p>

<p><i>city....the most hunted.... I was one of them'</i></p>		
<p>Closure Exercise: The Stone</p> <p>Duration: 10 minutes, Prezi Frames: 52</p> <p>Ask the group to sit in a circle and tell them that the stone will soon be passed around just as last time.</p> <p>Before the passing starts, tell the group to think about something they would like to share about the session and/or a hope or wish they would have for Jimmy as he adapts and tries to contribute to German society.</p> <p>Before handing over the stone the facilitator will read out this quote from the film:</p> <p>“You must challenge yourself and continue your life”</p> <ul style="list-style-type: none"> ▪ What would you hope for Jimmy over the next year or so? <p>Participants do not have to say something if they do not want to.</p> <p>The stone is passed around and only the person holding it is allowed to speak.</p> <p>Tell the group that the session is over and that next time they will bring this work to an end with a final look at Jimmy’s story.</p>	<ul style="list-style-type: none"> ▪ This activity is intended to close the session in a calm and safe manner in a way which contemplates the positive despite the content of much of the session. ▪ The closing session here is intended to allow students to identify with Jimmy as a person with a difficult past who is now in Germany and could contribute and take part in society. ▪ The activity gives opportunity for those taking part to express hopes and possibilities. 	<p>As with the closing of the first session, it is useful (yet not vital) for every participant to share something with the group.</p> <p>It is important that the facilitator nurtures and encourages a serious atmosphere.</p> <p>Unless something deliberately offensive or disruptive is said, the facilitator should acknowledge each contribution, paraphrasing if they feel necessary.</p> <p><u>Important Cautionary Note:</u> The facilitator may feel that some groups are too boisterous to be entrusted with an actual stone as it might be thrown or misused. With this in mind, the facilitator may elect to ball up a piece of paper and say that this represents the stone that Jimmy showed us in the film. This piece of paper will take the place of the stone.</p>

ACTIVITY	LEARNING OUTCOMES	TEACHING POINTS
<p>Introduction</p> <p>Duration: 1 minute, Prezi Frames: 54</p> <p>The facilitator explains to the group that they will use this session to bring the work on Jimmy's story to a close.</p>	<ul style="list-style-type: none"> To prepare students for the activities. 	<p>It is important here that the facilitator makes clear that this is the last official session of work on Jimmy's story, but that this does not mean an end to thinking about him or people in similar situations.</p>
<p>Exercise: Reflections since the last session</p> <p>Duration: 5 minutes, Prezi Frames: 55</p> <p>Conduct a short group discussion with the following questions:</p> <ul style="list-style-type: none"> What have people been thinking about since the last time we met? Has anybody seen anybody or met anybody like Jimmy in the last week or so? Has our work made you look at the news and current affairs differently? 	<ul style="list-style-type: none"> To help the participants re-connect with Jimmy's story. To encourage the participants to understand that Jimmy is just one person, but that many people may be experiencing similar issues and challenges. 	<p>Some people may choose not to share. The important thing is to ask the question, but not to force out responses or answers.</p>
<p>Second section of the film</p>	<ul style="list-style-type: none"> To explore in more detail, the concepts of participation, safety 	<p>Some students may respond negatively to the fact that they will see another short section, but be assured that this is to finish</p>

<p>Duration: 15 minutes, Prezi Frames: 56-60</p> <p>The facilitator tells the group that they will now view the final part of the film again.</p> <p>This section is from 3.20 to the end.</p> <p><u>Debrief: (use these questions as a guide but keep an eye on the time!)</u></p> <ul style="list-style-type: none"> ▪ Did you see or understand anything differently this time? ▪ Why does Jimmy always have the feeling of being foreign? ▪ What sort of occupation do you think he would be good at? ▪ What might people who don't know Jimmy think about him just by looking at him? ▪ What do you think might happen to Jimmy? ▪ What would you like to happen to Jimmy? <p>Thank the group and prepare them for the next exercise which involves moving around.</p>	<p>and understanding as they relate to Jimmy's (and other people like him) transitions and experiences.</p> <ul style="list-style-type: none"> ▪ To bring about understanding of how it is to arrive in Germany from a war zone, and what the challenges of adapting to somewhere new while dealing with a past may be. 	<p>the process.</p> <p>It is quite important here to understand that the impact of the questions and discussion is not necessarily to be measured by direct responses. The questions themselves, purely by being openly and explicitly asked, will cause contemplation and learning. With this in mind the facilitator should not 'force' responses.</p> <p>Should there be any large silences or gaps, the facilitator may choose to add some of their own contemplations or to broaden the scope with some input.</p>
<p>Exercise: About Germany</p> <p>Duration: 15 minutes, Prezi Frames: 61-63</p> <p>Ask the group to walk around the space.</p> <p>Tell the group that you will call out a number and the task of the group is to get into small groups of people with the same number (e.g. if you call 3 they get into groups of 3, if you call out 4 they get into groups of 4</p>	<ul style="list-style-type: none"> ▪ This activity is intended to get the group to make links between their own lives and those of people experiencing transition whilst adapting to Germany. ▪ The work here is designed to encourage an active rather than passive involvement. It puts the 	<p>This activity has to some extent a rather 'general' nature, because of this it is quite important that the facilitator makes themselves available during the conversations and gently joins in with the sub groups during the process. You can help stimulate dialogue if you think it necessary.</p> <p>The activity and discussions are intended to help participants</p>

<p>and so on).</p> <p>Do this a couple of times and increase the numbers.</p> <p>The facilitator finds a way of making a bigger group and a smaller group (for example if you have four groups of five people, they can put three of the five together so that you have a group of five and a group of fifteen).</p> <p>The larger group is asked to try and think of ways to get people from the smaller group to join them, and they can try.</p> <p>Encourage the persuading group to think about what they can offer to that person(s) they're trying to persuade and likewise, consider what that person joining could bring to the group.</p> <ul style="list-style-type: none"> ▪ What were the tactics? <p>Now change the dynamic, this time the smaller group (and or individuals in it) has to ask to be accepted. What can they offer the larger group?</p> <ul style="list-style-type: none"> ▪ How was this different to the first set of persuasions? ▪ How did the smaller group feel? <p>After a brief discussion, ask the group to divide into smaller groups of about 4 or 5 people, and to find a comfortable place to sit.</p>	<p>participants in the role of advisors.</p> <ul style="list-style-type: none"> ▪ This exercise helps bring the group towards closure, but also encourages them to think about how they can influence the experience of people like Jimmy. ▪ To some extent, this is about bringing the learning taken back to the room and their own realities. 	<p>identify more closely with the experiences of people who may be isolated.</p> <p>You may also need to gently steer the students to remain on topic.</p> <p>The film represents Jimmy as quite a solitary figure, and this activity is designed to ask the groups taking part to think of things which could reduce that isolation.</p> <p>The activity is a preparation for the next more energetic and expressive format.</p>
---	--	---

<p>They then consider the following questions:</p> <p><u>Debrief:</u></p> <ul style="list-style-type: none"> ▪ What do you do to relax? <p>THEN, after two minutes, show them the next two questions and ask them to consider these:</p> <ul style="list-style-type: none"> ▪ What do you think happens when people don't get those opportunities? ▪ What possibilities do you think there may be for Jimmy to get involved with German life that he does not know about yet? <p>The group then collect their thoughts and through a spokesperson share their ideas with the rest of the group.</p>		
<p>Exercise: Here and There</p> <p>Duration: 25 minutes, Prezi Frames: 64-71</p> <p>The facilitator divides the group into two even teams who stand on opposite sides of the room facing each other.</p> <p>One group is called <u>From Here</u> and the other is called <u>From There</u>. From Here represents a 'local' or 'German' perspective and From There represents an immigrant perspective.</p> <p>Explain that the objective of the exercise is for each</p>	<ul style="list-style-type: none"> ▪ It enables the participants to subject themselves to another's position, and to engage in dialogue about responses to questions about transition. ▪ This exercise helps to broaden perspectives giving insight into another person's point of view. ▪ Through the process of switching roles, participants experiment with both 	<p>It is important to stress that each team must collaborate on their responses. This can also help where some people may find it to be a difficult concept to engage with.</p> <p>Some participants may also find it challenging to adopt another person's (groups) perspective.</p> <p>With this in mind they can be encouraged to approximate responses which must be realistic.</p> <p>There can sometimes be a tendency for groups to use the freedom of this mechanism to create shock effects. If the</p>

<p>group to come up with a response to a number of statements. They will be given the statement and then they must create a response.</p> <p>They must come up with a response <u>from the perspective of their group's identity</u>.</p> <p>When each group is ready they stand again facing each other and the facilitator reminds the group of the statement or question.</p> <p>Then in turn one team will repeat the question and the other will respond.</p> <p>The teams communicate to each other.</p> <p><u>From Here</u> will respond with their response, and then <u>From There</u> will respond with their response. Before each response the other team asks those opposite them the question.</p> <p>The responses are delivered at the same time by each side, as if the other side has asked the question.</p> <p>Questions:</p> <ul style="list-style-type: none"> ▪ What would you like me to know about you? ▪ What challenges are you facing? <p>After a short discussion about the responses, the facilitator explains that the group roles will now swap over (<u>From There</u> will become <u>from Here</u> and vice</p>	<p>perspectives, and have the experience of saying things aloud associated with them.</p> <ul style="list-style-type: none"> ▪ The debrief enables participants to connect to the present day for Germans and contemporary challenges in terms of immigration. 	<p>facilitator detects this in the group they can gently explore the reasons why, and to see if consensus is held.</p> <p>Remember not to condemn such actions but to simply explore and try to bring to light the reasons why. Questions such as:</p> <ul style="list-style-type: none"> ▪ What is it that motivates you to do that? ▪ What do you think the impact might be of doing or saying that? <p>The final question is important – how does what you have done relate to modern Germany?</p> <p>As a facilitator, you could prepare yourself with open questions, potential anecdotes, news articles and even further reading to direct the group. The objective is not to tell the group what is happening but rather to elicit their own perspectives and experiences. By bringing in some of your own perspectives however, this can help stimulate the discussion.</p>
--	---	---

<p>versa). The most useful way to do this is to ask the teams to physically take over each other's places</p> <p>From Here is now From there and From There is now From Here.</p> <p>The following questions are then put into the same format;</p> <ul style="list-style-type: none"> ▪ Tell me something I should know about Germany. ▪ How can we help each other? <p>There then follows a whole group discussion about the activity prompted by these questions.</p> <p>Debrief:</p> <ul style="list-style-type: none"> ▪ How easy/hard was it to take another perspective? ▪ Did any of the responses surprise you? ▪ How did the responses make you feel? ▪ How easy was it to arrive at a collective response? ▪ How does what you have just done relate to modern Germany? <p>Thank the group and, if appropriate, comment and affirm for their creativity and participation.</p>		
---	--	--

Closure Exercise: The Stone

Duration: 15 minutes, Prezi Frames: 72

Ask the group to sit in a circle and tell them that the stone will soon be passed around for the final time.

Before the passing starts, tell the group to think about:

- A hope or wish they would have for newcomers as they try to adapt and contribute to German society.

Before handing over the stone the facilitator will read out this quote from the film:

“Every one of us has a different life story”

Ask the group to share some thoughts about this quote and how it relates to modern Germany. Participants do not have to say something if they do not want to.

The stone is passed around and only the person holding it is allowed to speak. The facilitator takes the stone back when the activity is over and puts it somewhere safe.

They may also ask for any unguided thoughts or reflections.

Tell the group that the session is over and thank them for their participation in the programme.

- This activity is intended to close the session in a calm and safe manner in a way which contemplates the positive despite the content of much of the session.
- The nature of the contemplation questions allows the content to address general associations beyond Jimmy’s story.

As with the closing of the first session, it is useful (yet not vital) for every participant to share something with the group.

It is important that the facilitator nurtures and encourages a serious atmosphere.

Unless something deliberately offensive or disruptive is said, the facilitator should acknowledge each contribution, paraphrasing if they feel necessary.

As this is the last official gathering for the work, the facilitator may wish to leave extra time for other thoughts and feelings to be expressed.

Important Cautionary Note: The facilitator may feel that some groups are too boisterous to be entrusted with an actual stone as it might be thrown or misused. With this in mind, the facilitator may elect to ball up a piece of paper and say that this represents the stone that Jimmy showed us in the film. This piece of paper will take the place of the stone.

ACTIVITY SHEETS BELOW

1. Words & Words Return
2. Postcards
3. Choices and Consequences

EXERCISE: WORDS & WORDS RETURN

Word	Association	

EXERCISE: POSTCARDS ¹

Before:

Postcard 1: The Old Souk, Aleppo



¹ All images sourced: <https://www.theguardian.com/world/2014/jan/26/syria-heritage-in-ruins-before-and-after-pictures>

Postcard 2: Al Kindi Hospital, Aleppo



Postcard 3: Omari Mosque, Deraa



Postcard 4: A Street, Homs



Postcard 5: Umayyad Mosque, Aleppo



After:

Postcard 1: The Old Souk, Aleppo



Postcard 2: Al Kindi Hospital, Aleppo



Postcard 3: Omari Mosque, Deraa



Postcard 4: A Street, Homs



Postcard 5: Umayyad Mosque, Aleppo



EXERCISE: CHOICES AND CONSEQUENCES?

- What did you think was happening?

- Should the friends have believed the man?

- Why did three go home?

- Why did the other three walk towards the disturbance?

- Why might some people be attracted to violence?

- What will happen to the six friends?