

EXTREME DIALOGUE

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EXTREME DIALOGUE.ORG



Junior's Story – Resource Pack

Find out more about Junior's story using this multi-media educational resource that further explores issues surrounding the radicalisation of young people 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, the Centre for the Prevention of Radicalisation leading to violence and film-makers Duckrabbit.



Tim Parry
Johnathan Ball
Peace Foundation



CENTRE DE
PRÉVENTION
DE LA RADICALISATION
MENANT À LA VIOLENCE

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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.

In the Facilitator Guide, there is more guidance on how you might want to approach delivering these sessions.

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.

Session 1: Don't copy your enemy

60 minutes

ACTIVITY	LEARNING OUTCOMES	TEACHING POINTS
<p>Introduction to session</p> <p>Time: 5 minutes</p> <p>1. Share a brief overview of what the group will be doing and watching (based on notes in the briefing) and how the material can at times be provocative or heavy. The sessions will require engagement and participation if the group is to get the most from this.</p> <p>2. Explain that the group will view a series of films, with different interactive and discussion-based exercises and explorations in between.</p>	<ul style="list-style-type: none"> • To introduce Junior and his story • To reflect on the impact of becoming involved in an in-group (gang) • Introduce the participants to the process and set expectations. 	<p>There may be questions, these can be acknowledged, but may be answered later in the process. The important thing here is that everyone is clear about the process.</p>
<p>Guess Who: Junior</p> <p>Time : 10 minutes</p> <p>Resources: Prezi w/ photo of Junior</p> <ol style="list-style-type: none"> 1. Show the group a picture of Junior on the screen. 2. Ask the group to look at it and think about these questions: <ul style="list-style-type: none"> • What sort of a person do you think he is? 	<ul style="list-style-type: none"> • Introduce the group to Junior and understand who he is now/currently. 	

<ul style="list-style-type: none"> • How old is he? • What do you think his achievements might be? What sort of things do you think he has done, or wants to do? • What do you think his job is? <p>3. Ask open questions to the group about their responses:</p> <ul style="list-style-type: none"> • What gives you that impression? • How did you come up with that? <p>4. Finally, once they have concluded the conversation reveal some key facts about Junior to satisfy some of their curiosity:</p> <ul style="list-style-type: none"> • Name: Junior • Age: 53 • Born: Le Havre 		
<p>Word Association</p> <p>Time : 10 minutes</p> <p>Resources: paper (A3 or flipchart) and pens (enough for everyone)</p> <ol style="list-style-type: none"> 1. In the middle of each piece of A3 paper, write the following words: 2. Protest, enemy, risk 3. Put the sheets of paper in different places around the room, with some pens. 4. Divide the group into 3 small groups. 	<ul style="list-style-type: none"> • Explore initial and unfiltered responses to three key words related to Junior's experience. • Introduce some key terminology relating to Junior's experience. 	

<ol style="list-style-type: none"> 5. Once the groups are settled around their first piece of paper, ask them to begin writing or drawing things they associate with the word on the paper. 6. Explain that it will be a quick exercise to explore immediate thoughts and associations. 7. After two minutes ask each group to move clockwise to the next word, and then repeat the process until each group has worked on each of the three words. 8. Once all groups have finished, ask everyone to gather together. 		
<p>Time: 2 minutes</p> <p>Resources: Prezi slide</p> <ol style="list-style-type: none"> 1. Click on Prezi and read the following: <ol style="list-style-type: none"> a. ‘The short film you are about to watch can be provocative and even upsetting for some. Take care of yourselves.’ 2. Explain that if people have questions there will be space to do that after the film has finished. 	<ul style="list-style-type: none"> • Set expectations with the group. • Provides opportunity to establish safety in the group and the room, and the participants are able to prepare themselves 	<p>We highly recommend watching the film multiple times in order to understand the content yourself and assess the appropriateness and suitability of the film for your group.</p> <p>Watching the film multiple times also allows you to prepare for answers to any questions. It is ok to answer a question with ‘I don’t know, we will try and find out together’.</p>
<p>Film & Debrief</p> <p>Time : 13 minutes</p> <p>Resources: Prezi slide</p> <ol style="list-style-type: none"> 1. After watching the full film, field any initial questions or reactions/responses. 		

<p>2. After that and if useful, here are some other questions you can explore:</p> <ol style="list-style-type: none"> How do you feel? What did we see? What stood out? How did Junior respond to experiences that frustrate or anger him? Can you think of any examples of this? What strategies did Junior use when he was protesting/being an activist? How do they relate to the activities we have done so far? What do you think Junior was trying to achieve How do you think Junior felt towards the groups he was against? What do you think Junior's ultimate aim was? 		
<p>Balance of Resistance</p> <p>Time : 15 minutes</p> <p>Resources: paper (A3 or flipchart) and pens (enough for everyone)</p> <ol style="list-style-type: none"> Divide the group into pairs, this can easily be done by alternately allocating A and B to participants. Ask the pairs to label one person A, and the other person B. 	<ul style="list-style-type: none"> Give participants an experience of being in a competition with another individual (both of whom represent wider groups). Provide an opportunity for engagement and interaction between individuals, who to date may not have reference points with each other. 	<p>A simple exercise done in pairs which explores and invites discussion around the value of playing the contradiction, i.e., not doing the obvious, when involved in conflict or situation that could escalate into a conflict. It demonstrates the fact that sometimes it is more useful to avoid responding to pressure with pressure.</p> <p>Essentially it is possible to win points, and your opponent makes this easier for you if they resist powerfully or attack.</p> <p>It is possible to stand your ground without the need for attack.</p>

<ol style="list-style-type: none"> 3. It is important that the space is filled and that each pair has as much room around them as possible. 4. Explain that the activity is a competition between A team and B team (this invests the activity with some motivational tension). 5. Each A must stand facing their B, close enough so that they can hold their hands up and touch palms. 6. The objective (only by making contact with your opponent's palms) is to make the other person lose their balance (change their footing or adjust their position). <ol style="list-style-type: none"> a) If you are running it as a competition, a point can be scored each time this happens. 7. It is important to stress that the only point of contact allowed is the palms of the hands. <ol style="list-style-type: none"> a) A useful way to describe this is that each person holds their hands up and open (as if in surrender) and touches their palms. The players feet must be apart and parallel (not staggered). 8. Ask the pairs to record the number of wins for A and B (i.e., the number of times they make their opponent lose balance). 9. As the game is brief, you could encourage players to find 'someone new', to play with. 10. Set a time limit of two minutes. 		<p>A range of behaviours and tactics can be observed, groups often exhibit quick moves, pushing bending etc.</p>
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<p>11. When the two minutes is up, thank the group and ask them to sit in a circle, or in the space.</p> <p><u>Processing questions:</u></p> <ul style="list-style-type: none"> • What tactic did you find yourself applying at the start? • At what points did you feel vulnerable? • At what points did you feel strong? • What was your main objective? • How could you ensure that you never lose a point? • How does this relate to the story Junior has shared with us? • How could the learning from this activity be applied to situations where pressure groups and activists engage in aggressive or confrontational activity? <p>How it relates to Juniors Story:</p> <p>Junior frequently states that by getting involved in angry attack, his group potentially made themselves more vulnerable, which not only put them at personal risk, but also did not positively promote what were originally good intentions. This activity helps groups</p>		
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and individuals experience some parallel sensations and interactions in a safe context.		
<p>Close the session</p> <p>Time : 5 minutes</p> <ol style="list-style-type: none"> 1. Finish the session by recapping the exercises you have done as a group today and ask what the group remember as the key points from each. 2. Thank the group for their participation. 3. If you are continuing with the other sessions, explain how and when this will happen. 	<ul style="list-style-type: none"> • Recap the learning from the session 	

Session 2 – Your enemy's enemy is not your friend

60 minutes

ACTIVITY	LEARNING OUTCOMES	TEACHING POINTS
<p>Introduction</p> <p>Time: 5 minutes</p> <ol style="list-style-type: none">1. Share a brief overview of what the group will be doing (similar to the first session) in this session and provide a reminder of how the material can at times be provocative or heavy. The session requires engagement and participation if the group is to get the most from this.2. Recap key learning points from the first session. You can also ask the group what they remember from the session as a way of recapping the learning.	<ul style="list-style-type: none">• To critically think about who or what influences you and consider the motives• Remind or reintroduce the participants to the process and set expectations.	<p>There may be questions, these can be acknowledged, but it might be more useful to pause and answer those later in the process. The important thing here is that everyone is clear about the process.</p>
<p>Master Servant</p> <p>Duration: 15 minutes</p> <ol style="list-style-type: none">1. Ask the group to get into pairs and label themselves A and B.2. Explain that for a minute, A will command B to do anything they want, within reason and decency, and	<ul style="list-style-type: none">▪ Explore concepts around empathy, power and control, self-control, responsibility.▪ Help understand how tensions can escalate.	

<p>B's physical capability. Whatever A asks of them, B must do it.</p> <ol style="list-style-type: none"> 3. Make it clear to the group that the commands must be appropriate and not dangerous. B can refuse if they feel the command is otherwise. <ol style="list-style-type: none"> a. It is important to note the specific dynamics between individuals in the groups. It is not useful to pair someone with another person with whom they may have had conflict with or there are known issues between them. 4. After a minute or so, explain they are now swapping roles, B will now command A. 5. After another minute or so, have the group come back together. 6. It may be useful to run an activity like Mirror Partners from the first session after this activity as a way of breaking the modality between pairs. <p><u>Processing Questions:</u></p> <p><u>Stage one questions:</u></p> <ul style="list-style-type: none"> • How did it feel to give and receive commands? Was it fun or was it uncomfortable? • How did it feel when the roles were reversed? • What sorts of behaviours or commands did we see? • What was the aim of the commands? • Did anyone command someone to do nothing and relax? If so, why? And if not, also why? 		
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<ul style="list-style-type: none"> • How does this relate to Junior's story? • What might this activity tell us about how to manage division and protest more usefully? <p><u>How this relates to Junior's story:</u></p> <p>As shared before, in interviews and in the film, Junior reflects on the importance of knowing “what you are fighting for”, but how at some points he would get caught up in the (physical) fight and the power that came with this is attractive, forgetting what the real ‘fight’ was for.</p> <p>He has now gone on to channel his efforts into helping marginalised communities in non-violent and more useful ways.</p>		
<p>What's your price, what's the cost?</p> <p>Duration: 25 minutes</p> <p>Resources: post-it notes, masking tape, pens</p> <ol style="list-style-type: none"> 1. On a board, a wall or somewhere where the whole group will be able to see it, draw or use masking tape to make a diagonal line. Label one end (lower left) ‘least’, and the other (upper right) ‘most’. 2. Give out three or four post-it notes to each person and ask them to think about extreme behaviour, (behaviour which has a consequence on another person or group). Ask them to think about 	<ul style="list-style-type: none"> • Offer space to ‘debate’ on the definition of ‘extreme’ and perceptions and perspectives on different behaviours. • Explore points of intervention in responding to ‘extreme’ behaviour. • Situate Junior's experience within the spectrum. • Recognise other viewpoints. 	

<p>behaviours and actions which have had high impact, or low impact, or anywhere in between.</p> <ol style="list-style-type: none"> 3. It may be useful to give a few examples to start the activity. Suggestions include: <ol style="list-style-type: none"> a. Littering b. Punching someone c. Using a racist slur 4. Now ask them to write them down on the post it notes (one action for each piece of paper). They are to write the action only, not whether they think it's low, medium, or high. 5. Explain that these can be related to things that people have witnessed themselves, or that they've heard or seen across the world for example. It's useful to ask the group to write down as verbs or actions. 6. The definition of 'extreme' in this activity is open for debate. It's useful to encourage instant responses initially, and when working through the activity, begin to discuss defining the spectrum and understandings of the terminology. It may be useful to give some examples such as, littering, graffitiing a swastika on a synagogue, throwing a brick through a shop window, making a physical threat etc. 7. When everyone has written a couple of examples, collect them together and choose one of them to being the next stage. 		
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<p>8. Explain that the next part of the task is to map the different examples onto the line, to determine 'how extreme' or not the group together think they are.</p> <p>9. Work through the post-it notes placing a number of the examples shared. Once examples begin to be placed on the line, there is often debate about moving already placed post-it notes up or down the line.</p> <p>10. Questions that are useful to this discussion:</p> <ul style="list-style-type: none"> a. Where does this go in relation to X? b. How are you determining where this is placed? c. Were there any differences regarding where the group feel certain actions should go and where the person who wrote them down felt they belong? d. What is the most important thing to consider, an action's intentions or the actual consequences? <p>11. This exercise can cause quite intense debate. If people have also shared personal examples, it can also become emotionally charged. In order to manage the debate, it is important to keep a focus on the examples and line.</p> <p>12. The final phase of this exercise is to begin to introduce a number of preprepared examples. These begin to introduce some examples related to Junior's experience. The aim is to understand how Junior's</p>		
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<p>behaviours relate to the definition of ‘extreme’. The examples are as follows:</p> <ol style="list-style-type: none"> Attending a protest and breaking a police line. Carrying a fake gun. Encouraging another person to take a risk in the name of the cause. Encouraging another person to take a risk to be rewarded with a free beer. Taking a risk to be rewarded with a free beer. Planning to use violence in a protest. Forcing individuals or a group away from a certain part of town. Joining forces with a dangerous group because you have the same ‘enemy’. Spreading rumours about another group or individual because you do not like their attitude. <p><u>Processing Questions</u></p> <ul style="list-style-type: none"> How did you find the activity? 		
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<ul style="list-style-type: none"> • What were the main things you considered when placing actions along the line? • Can we really know all the consequences of our actions. • How could this activity help create safer and more inclusive activism? <p><u>How it relates to Junior's experience:</u></p> <p>Junior has often suggested that aspects of his involvement began to get out of control. The strong motivation for a 'justifiable' cause often meant that unintended consequences emerged. These consequences could have led to harm and compromised the life chances of those involved. What is the price you're willing to pay? What are the costs of your actions?</p>		
<p>Watch the short film clip: <i>When you've felt this power</i></p> <p>Duration: 5 minutes, Prezi slide</p> <ol style="list-style-type: none"> 1. Explain to the group that in addition to the main film there are additional clips from filming with Junior. Throughout the sessions there will be other short clips from the recordings with Junior. These clips often share Junior's reflections on certain themes or topics related to the activities in each of the sessions. 	<ul style="list-style-type: none"> • The participants connect with a true story. • They see a first person account of an experience of politically motivated violence. • Responses to grief and pain are explored. 	

<p>2. After finishing the activity and asking the stage 1 processing questions, click on Prezi slides XX and watch the short clip of Junior.</p> <p>3. After watching the clip, you can read the following quote out to the group:</p> <p><i>“Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure”. – Nelson Mandela</i></p> <p>4. After reading the quote, move onto asking stage 2 processing questions.</p> <p><u>Processing questions:</u></p> <ul style="list-style-type: none"> • What is Junior’s key message in this clip? • How does Nelson Mandela’s quote relate to the clip of Junior? • How does the clip relate to the activity we just did? 		
<p>Close the session</p> <p>Duration: 5 minutes</p> <ol style="list-style-type: none"> 1. Finish the session by recapping the exercises you have done as a group today and ask what the group remember as the key points from each. 2. Thank the group for their participation. 3. If you are continuing with the other sessions, explain how and when this will happen. 	<ul style="list-style-type: none"> • Recap the learning from the session. 	

Additional session 2 activities

ACTIVITY	LEARNING OUTCOMES	TEACHING POINTS
<p>Mirror partners</p> <p>Duration: 10 minutes</p> <ol style="list-style-type: none"> 1. Divide the group into partners, A and B. Ask the partners to stand opposite each other a few feet apart. 2. To begin with, A will be the leader, and B must respond as if they are a mirror. So, if B is A's reflection, they must keep parallel and copy movements, gestures, and expressions. 3. Explain that gestures and movements must not be explicit or derogatory. 4. Give the first-round a couple of minutes, and then instruct the pairs to swap roles. The new leader is given the same amount of time as the previous. <p><u>Processing Questions:</u></p> <ul style="list-style-type: none"> • Which role did you prefer, leading or following? And why? • Did you decide not to follow your leader at any point? 	<ul style="list-style-type: none"> • Provide participants with an experience of mirroring someone and of being mirrored. In addition, it allows some lines of questioning related to thresholds. It further offers some subtle conversations about status and how this is developed with groups who have played it. 	<p>This activity is a useful activity to help ease groups into certain activities like Master Servant.</p> <p>It can also be used to regulate a group after some tense discussions or interactions, in which case it can be useful to play the 'slow motion mirror'.</p> <p>In addition to this and the learning outcomes of the activity, it offers opportunities to have different people work together.</p> <p>This is a simple concentration, focussing and movement exercise that can be played with a wide variety of groups with different abilities.</p> <p>Within it are some processes and aspects which lend well to work on conflict, but in addition it can also serve as a useful 'modality changer', in that it can be used to ground or regulate groups if ever there is a need.</p>

<ul style="list-style-type: none"> • How does it feel to be in control? • How does it feel to not have control? • What could this activity tell us about how people and groups behave when in conflict? <p><u>How it relates to Junior's story</u></p> <p>Junior's story relates situations where one group adjusted their tactics and strategies and the intensity of them in relation to what their 'opponents did'. In short, the activity explores (albeit in a gentle fashion) the mirroring of behaviour. Additionally, it can be used to explore thresholds, with regards to behaviours. (Are there things you would not do?)</p>		
<p>Guilty</p> <p>Duration: 20 minutes</p> <ol style="list-style-type: none"> 1. Ask the whole group to stand or sit in a circle, and in the middle of the circle they will place a chair on which is placed a small item, that could be construed to have value or is important (a wallet, a small bunch of keys or small trinket). 2. Then ask for a volunteer to leave the room. Whilst they are out of the room ask somebody (it does not matter who) to take the object and conceal it about their person, in a pocket or closed hands so that it can't be seen. 	<ul style="list-style-type: none"> • Establish a situation where people can be deviant, and explore how for some this may become attractive, alluring and could fuel deeper involvement in polarised groups and the developing of criminality). 	<p>This is a simple to set up, low resource activity which can produce some complex emotions and behaviours relating to accusation and defence.</p> <p>It explores case building, how we develop a hypothesis about a person or group and stick to it, only looking for or sharing information which supports our viewpoint.</p>

<p>3. The volunteer is then invited back into the room and told that there has been a theft, someone from the group has taken the item. Their job, purely by observation and questioning is to determine the ‘Guilty’ party. When questioned by this person, people are allowed to respond in any way they like and can lie.</p> <p>4. This can play out in a number of ways the volunteer can be given a number of guesses (three for example), and if they do not succeed the ‘thief’ is revealed, or they can continue guessing until they find the right person.</p> <p>5. During the exercise it can be useful to pause the activity and explore a few questions, for example:</p> <ul style="list-style-type: none"> a. What behaviours are you seeing? b. Can you try a different tactic? c. How are people feeling? <p>6. Once this has happened a few times (each with a new culprit and volunteer), if there are time pairs of volunteers can become the detectives, or even groups of three (depending on group size).</p>		
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<p><u>Processing Questions:</u></p> <ul style="list-style-type: none"> • What did it feel like when you were accused? • How did people react when they were accused? • How did it feel when you avoided detection? • What does ‘being guilty’ look and sound like? • Do you think that Junior and some of the others in his Movement were attracted to the criminal or deviant side of their activity? <p><u>How it relates to Junior’s story:</u></p> <p>Junior’s experiences and actions escalated the more he was involved and active in the movement. At times his group approached criminality. The righteousness of the cause at the time was used to justify actions. The unpleasant nature of the ideology they opposed was used to justify certain behaviours, and an ‘arms race’ of accusation and defence developed. Accusation can promote tension which exacerbates conflict. Equally, certain aspects of deviance and criminality can be attractive and exciting, as can evading detection.</p> <p><u>A variation:</u></p> <p>As detailed above various number combinations can be explored. It can also be interesting to experiment with more than one item, and for the facilitator to take the</p>		
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<p>item and place it somewhere (so there is no thief). Interesting questions to consider with this variation are does this create similar behaviours and can the idea or suggestion of wrong create polarising behaviour.</p>		
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Session 3 – Know what you’re fighting for

55 minutes

ACTIVITY	LEARNING OUTCOMES	TEACHING POINTS
<p>Introduction</p> <p>Duration: 5 minutes</p> <ol style="list-style-type: none"> 1. Share a brief overview of what the group will be doing (similar to the first session) in this session and provide a reminder of how the material can at times be provocative or heavy. The session requires engagement and participation if the group is to get the most from this. 2. Recap key learning points from the last session. You can also ask the group what they remember from the session as a way of recapping the learning. 	<ul style="list-style-type: none"> • To critically reflect on what is the cause you are standing up for • To reflect on how getting caught up in the ‘fight’ can distract from the ‘real cause’ • Remind or reintroduce the participants to the process and set expectations. 	<p>There may be questions, these can be acknowledged, but it might be more useful to pause and answer those later in the process, in which case it is useful to take notes during the process. The important thing here is that everyone is clear about the process.</p>
<p>AD Continuum (agree/disagree)</p> <p>Duration: 25 minutes</p> <p>Resources: prepared statements</p>	<ul style="list-style-type: none"> • Explore sensitive issues and allow the expression of views, which can be used to initiate discussion and dialogue. To show that difference, even contentious opinions can be discussed and experienced safely. 	

<ol style="list-style-type: none"> 1. Set up an imaginary line across the room, clearly marking where it begins and ends (with chairs). You could also mark this with tape. 2. Explain that this is a continuum with two opposing views at each end. One end is 'strongly agree', the other, 'strongly disagree'. 3. Explain you will read out a number of statements and that the task is for participants to silently position themselves on the line according to their opinion on the issue. 4. It is useful to begin with relatively benign or non-content specific statements, this allows a gentle progression and escalation of discussion. 5. Example statements you could use in ascending order are: <ol style="list-style-type: none"> a. Pepsi is better than Coca Cola b. Films are better than TV series c. Sometimes you have to be hard to prove your point. d. If people or groups have the wrong ideas, they need to be taught a tough lesson. e. It's important to win every argument. f. When the authorities don't take a stand, you have to do it yourself. 		
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<p>g. If you are right, it doesn't matter how you show it or prove it.</p> <p>h. Some laws should be broken.</p> <p>i. The best way to convince someone is to beat them.</p> <p>6. Encourage people to express the reason for their position without challenge or debate.</p> <p>7. Invite responses about things they heard or any strong feelings about what others have said without trying to change others' position.</p> <p>8. It is important in this activity to emphasise the need to respect other people's ideas and see dialogue as a learning process.</p> <p>9. Debrief with the questions below.</p> <p>Processing Questions:</p> <ul style="list-style-type: none"> • What was it like to share your point of view/be listened to? • How do you feel when people disagree with you? • What happens if someone says something that you disagree with? • For those in the middle – How did you feel when you take a middle ground? 		
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<p>Werewolf</p> <p>Duration: 20 minutes</p> <ol style="list-style-type: none"> 1. Have the group sit around in a circle. 2. Ask everyone to close their eyes and explain that you will walk around the circle and tap someone on the shoulder. Depending on the size of the group you can tap multiple people on the shoulder. This person/people must not reveal if they were tapped on the shoulder. 3. Those who have been tapped on the shoulder are now the Werewolves. The rest of the group are just townspeople. 4. The task for the rest of the group is to guess who the werewolf is (or are) before the group has fallen victim to the werewolves. 5. Have everyone close their eyes and drop their heads. Give the werewolves chance to look up and see who else (if anyone). 6. Once this has happened, explain that the werewolf(s) will choose their first victim by pointing to the person when the group has their eyes closed. 7. Ask the group to open their eyes and (as the facilitator), reveal who is the first victim. The victim is now out of the game, and they cannot reveal who the werewolf is or overly influence the group. 	<ul style="list-style-type: none"> • Allow for contemplation of ‘truth’ behaviour, ‘communication’ and ‘manipulation’. 	
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<p>8. After this, give the team a minute or two to deliberate and choose who they think is the werewolf(s). Give the group a countdown and ask them to point to who they think is the werewolf. If they get it right, you can go play the activity again with a different person. If they get it wrong, have the group close their eyes again and the process repeats itself.</p> <p>9. Play until either the group guess who the werewolf(s) is, or until everyone is out of the game.</p> <p><u>Processing Questions:</u></p> <ul style="list-style-type: none"> • How did you feel when your eyes were closed? • Did a leader of town folk emerge? • What were their qualities? • How do people try to hide responsibility? • Did the game cause conflict? • What formed the basis of most accusations? • If you were wrongly accused, how did this make you feel towards the rest of the group? • How did people build a case against others? <p><u>How this relates to Junior's story:</u></p> <p>There were points throughout Junior's experiences where he was a leader to some extent, he may have, at times, used his position to manipulate certain outcomes.</p>		
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<p>Close the session</p> <p>Duration: 5 minutes</p> <ol style="list-style-type: none"> 1. Finish the session by recapping the exercises you have done as a group today and ask what the group remember as the key points from each. 2. Thank the group for their participation. 3. If you are continuing with the other sessions, explain how and when this will happen. 	<ul style="list-style-type: none"> • Recap the learning from the session. 	
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Additional Session 3 Activities

ACTIVITY	LEARNING OUTCOMES	TEACHING POINTS
<p>Pressure line</p> <p>Duration: 25 minutes</p> <ol style="list-style-type: none"> 1. Divide the group equally in two sub-groups, one of which needs to be larger than the other. A useful ratio to consider is one fifth to four fifths, for example if your group has 20 participants, then one subgroup has 16 participants and the other 4. This can be arrived at in an arbitrary manner or indeed by requesting four (or however many you need) ‘volunteers’. 	<ul style="list-style-type: none"> • Explore how conflict can escalate. • Begin to understand how behaviour can be reflective and how rhetoric can quickly escalate. • Explore how tension can often lean to demands when requests may be more useful. • Explore how division can be constructed and maintained very quickly. • Help to understand how swiftly entrenched positions can be established. 	<p>This activity explores the escalation of conflict and the degree to which that once a difference of objectives and aims is established between groups, additional stories and intentions can develop. It is low on resource needs and can be delivered in a traditionally sized classroom.</p>

<ol style="list-style-type: none"> 2. The smaller group is to remain in the working room. The larger is taken to a different space/out of the room by the facilitator. 3. The two groups are given slightly differing objectives. <ol style="list-style-type: none"> a. The smaller group are shown a line made in the room (ideally this is made by masking tape, it will partition about a third of the room furthest from the entrance or door. The small group is told that the bigger part is now theirs: they can organise it how they like and take anything from the rest of the room and move it to their part of the room. They are also told that they can cross the line but that they don't have to, because they prefer it where they are. 4. Leave the group to organise the room as they would like it, and then explain to the group outside that there is now a line in the room and that their objective is to get members of the smaller group to cross it. They can do what they wish to meet this objective, but they are not allowed to throw anything, use physical force, or cross the line themselves. 5. Leave this group to think about and plan some strategies. 6. Return to the smaller group and check if they are ready (they are allowed to bring things from the rest of the room to 'their' side.) 	<ul style="list-style-type: none"> • Help to understand that sub and side issues can detract and develop into new tensions. 	
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<p>7. When both groups are ready the larger one can be brought back into the room.</p> <p>8. As facilitator, set a time limit, but if useful interactions are happening, then be flexible to change this. The objectives and experiences of the game may have reached some useful conclusions in a relatively short amount of time.</p> <p>9. Observe what happens, and makes notes of key tactics, responses, and phrases.</p> <p>10. At points it may aid the activity to ask questions to the larger group. Examples include:</p> <ul style="list-style-type: none"> • What do you see and feel happening? • Is this working? • Would you like to take time out and think again? <p>11. It may (depending on the nature of the group and time available) be useful at certain times to pause proceedings and take stock, offering the larger group chances to go and think about alternative strategies.</p> <p>12. This activity can create strong responses, some of which can linger after the game has been closed. At the end (regardless of whether people have crossed the line or not) it is useful to dismantle the physical remnants of the activity (i.e., by pulling up the tape division and returning moved items to their original place).</p>		
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<p><u>Processing questions:</u></p> <ul style="list-style-type: none"> • Did you keep to the tactics you planned? • What happened, what behaviours did you see? • Did you ever lose sight of your initial objective, did other things take over? • How might what happened in this game relate to real life situations where different groups have different aims? • Why did people hold onto their positions so strongly? <p><u>How this relates to Junior's story:</u></p> <p>During interviews and reflections Junior has repeatedly stated the importance (when involved in a pressure group or cause) of knowing “what you are fighting for”. His story in many senses typifies what can happen when people get involved in identity related activism. Often unrelated yet intense conflicts emerged due to the polarisation of the main issue. These disputes can escalate in such a manner that increases the risk in addition the main activity and can become separated from an original (and understandable) cause.</p>		
<p>Watch film clip: <i>You are a piece in a mechanism</i></p>	<ul style="list-style-type: none"> • You are a piece in a mechanism where you're no longer thinking of ideology. 	<p>This film clip is useful to show after and in relation to the <i>Pressure Line</i>.</p>

<p>Duration: 2 minutes</p> <p>Resource: Prezi slide w/ video</p> <ol style="list-style-type: none"> 1. After finishing the <i>Pressure Line</i> exercise, show the group the short clip of Junior. 2. This clip sees him reflecting on how involvement in gangs often distracts from the “real fight”. He reflects in the clip, on being part of a gang that “you are a piece in a mechanism where you’re no longer thinking of ideology.” 		
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Session 4 – Act, don't react

60-65 minutes

ACTIVITY	LEARNING OUTCOMES	TEACHING POINTS
Introduction Duration: 5 minutes <ol style="list-style-type: none">1. Share a brief overview of what the group will be doing (similar to the third session) in this session and provide a reminder of how the material can at times be provocative or heavy. Explain this will be the last session looking at Junior's story.2. Recap key learning points from the last session. You can also ask the group what they remember from the session as a way of recapping the learning.	<ul style="list-style-type: none">• To consider alternative non-violent ways of creating change• Remind or reintroduce the participants to the process and set expectations.	There may be questions, these can be acknowledged, but it might be more useful to pause and answer those later in the process. The important thing here is that everyone is clear about the process.
One to Ten Duration: 10 minutes <ol style="list-style-type: none">1. Assemble the group in a circle (either sitting or standing) and tell them that as a group they are going to count from one to ten.2. One person will say a number at a time. If two or more people speak at the same time, the process must start again from the beginning (i.e., back to one).3. There are a few rules:	<ul style="list-style-type: none">• To give those taking part an understanding of the value of pausing and sometimes not rushing into action.• To give those taking part a sense of collective achievement which may come about by approaching a task counter-intuitively.	This is quite a simple activity to set up and is very low in resources. It has multiple functions and can be a good closing activity. In addition, it has some aspects which make it useful in exploring some specific areas of interaction and problem solving.

<p>a) The group can't develop a system by counting in an obvious sequence.</p> <p>b) No physical signals are allowed. (i.e., players are not allowed to establish a set of gestures or movements indicating who will go next).</p> <p>4. Questions to explore during the game:</p> <ol style="list-style-type: none"> Is what we are doing working? Is there anything else we could try? What could the problem be? <p>5. In the rare event that the group manage to get to ten the first time without clashing, these questions can be asked:</p> <ol style="list-style-type: none"> Was that expected? How did it feel? Is it repeatable? <p>6. The exercise can then be repeated, either to ten or possibly even a higher number.</p> <p><u>Processing Questions</u></p> <ul style="list-style-type: none"> What did people notice during the activity? How did it feel when two people spoke at the same time? If you were to do this activity again, would you do it differently, if so, how? What might this experience tell us about how to engage with issues and challenges in real life situations? Can you think of any situations in real life where it may have been more productive to stop and 		
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<p>think about how to act, rather than rely on impulse?</p> <ul style="list-style-type: none"> • Is it possible that activism sometimes happens for its own sake, and loses sight of wider objectives? • What skills used in this activity could help produce more useful activism? <p><u>How it relates to Junior's story</u></p> <p>Junior has indicated that one of the challenges with protest and pressure groups can be that they try to be active all the time and see challenges where there may be none. Interactions can be crowded with constant calls to action; every action by an opposing group seen as a challenge for example. If he and the organisation he was involved with paused occasionally and thought through their processes more, they may have not veered towards dangerous territory.</p>		
<p>Watch film clip: <i>Nature is terrified of emptiness</i></p> <p>Duration: 1 minute</p> <p>Resource: Prezi slide with video</p> <ol style="list-style-type: none"> 1. After the One to Ten exercise, share the next short clip. 2. In this clip Junior reflects on how there is often an impulse to fight and be active in a movement even when it's not appropriate, which can have 		<p>This film clip is useful to show after the <i>One to Ten</i> exercise.</p>

negative consequences for individuals and group members.		
<p>Unfold my arms</p> <p>Duration: 15 minutes</p> <ol style="list-style-type: none"> 1. Stand in front of the group, who are assembled like an audience and explain that they are going to do a problem-solving exercise. 2. Ask for a couple of volunteers who will act as observers, making a note of what they see and hear. 3. Explain that you are now going to fold your arms. The groups job, without touching you, with either themselves or an object, is to get you to unfold them. The group can only do this verbally – they cannot touch you. 4. Let the group try a number of different strategies. Only unfold your arms if a participant reaches out to shake your hand. If the group are really struggling, another open and inviting gesture may be accepted – use your judgement. If the group find it challenging, you can begin to make some hints. <ol style="list-style-type: none"> a. “Is that approach working?” b. “What sorts of things would make me unfold my arms?” 	<ul style="list-style-type: none"> • Engages the participants in a communication and problem-solving process. • Identifies personal and group responses to challenges. • Provides an opportunity for the facilitator to coach people away from habits caused by frustration. 	<p>Make sure to have considered what can come up before trying this exercise out!</p> <p>This exercise is about breaking habits and recognising that even when met with a forceful looking position – responding with force doesn’t have to be the answer.</p> <p>Useful phrases to hint can include:</p> <ul style="list-style-type: none"> • Is that working? • Why don’t you have a group strategy chat? <p>You could also encourage the group to experiment with each other, finding out what it is like on the other side.</p>

<p><u>Processing Questions:</u></p> <ul style="list-style-type: none"> • How did you feel when you were trying to succeed? • What type of strategies were the most common? Did you think it was possible? • Did anybody want to give up? • Did anybody want to break the rules? • Where do these things happen in real life? • What prevented people from trying to use force? <p><u>How this relates to Junior's story:</u></p> <p>When Junior was arrested for having possession of a fake gun, it sparked in him the realisation that the path he was on, which was steadily getting more and more risky and violent, was distracting him from the cause he was really fighting for. Instead, he began to think about alternative ways of doing anti-racist work and set up a non-profit to offer anti-racist education projects for young people. This exercise explores how we can engage with people in non-hostile, non-threatening and more relationship orientated ways. It proves that there are more useful strategies and resolutions to difficult and tense situations.</p>		
<p>Message to ourselves, message to our enemy</p>	<ul style="list-style-type: none"> • Give those taking part an experience of imagining communication with an opposing group. 	<p>This exercise asks small groups to imagine that they are involved in a well-intended protest/activist movement, but that the behaviour of the group members is beginning to cross some ethical and legal boundaries. There are possibly plans within the</p>

<p>Duration: 25 minutes</p> <p>Resource: paper and pens</p> <ol style="list-style-type: none"> There are two versions of this activity: <ol style="list-style-type: none"> Give the whole group the same scenario or context to work on in subgroups. Give each subgroup a different story (protest or pressure group) or context. The reason behind the two versions is that you can decide to pitch a specific dynamic to a class or select a combination to explore specific and relevant issues. In addition, you could construct your own dynamic, or use a topical story or context. Tell the whole group that: <ol style="list-style-type: none"> They are members of a pressure/activist group that has been increasing its protest and activity. The basic ideas behind the pressure group are broadly benevolent, in that they are trying to achieve some form of sustainability, morality or damage prevention. Each group has another group or entity which it opposes, because it is directly against the protest or is preventing desired 'progress'. The opposing group is regarded as an 'enemy'. The actions against the 	<ul style="list-style-type: none"> Allow time for reflection about how passion can lead to counterproductive behaviour, and how safe and useful protest can take place. 	<p>group to engage in more risky behaviour and or break the law. It asks the group to think of ways that in such a situation, it may be possible to change approach, stay safe, but still be true to core beliefs and values. It also encourages the group to consider ways to engage with the group they oppose.</p> <p>It takes the form of a variation of a role play, in that participants are asked to adopt the position of somebody (who may be different to themselves). It asks participants in small groups to work together to create short paragraphs that aim to reach out and persuade both their group and the group they oppose, to explore more useful ways of managing the conflict that affects and divides them.</p>
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<p>'other' are getting more intense, and some are seen as dangerous. In short, it seems as if things are getting 'a little out of hand'.</p> <p>4. Divide the group into small subgroups, and all take on the role of (version 1) one of these identities (chosen by the group or facilitator). Or each subgroup can be given a different protest identity (version 2). Some examples are below:</p> <ul style="list-style-type: none"> a. Eco/green activists campaigning against regional government. b. Animal rights activists campaigning against a drugs company. c. Anti-racists campaigning against a right-wing political party. d. A community group campaigning against a development company about to build on sacred ground. e. Students campaigning against changes to a curriculum. <p>5. Tell the group:</p> <ul style="list-style-type: none"> a. They have reservations about the tactics being used by their own group but not the cause, they want to do something but not run the risk of breaking the group up. b. They realise something has to change or there will be consequences which could cause harm and damage to their cause and 		
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<p>put members into difficulty. The small subgroups are meeting because they feel some changes are needed.</p> <p>6. Then ask each subgroup to:</p> <ol style="list-style-type: none"> Describe the sorts of activities your group may be doing that are taking things too far and leading to risk and danger. Think about different ways to engage with your opposition. <p>7. Then ask each group to write two short letters/texts/emails: one to the rest of their own group, and the other to the 'other side'.</p> <p>8. The idea is to maintain the cause, but to change the dynamic of engagement.</p> <p>9. Each message must be no longer than 150 words, and does not necessarily offer an immediate solution, but aims to get a new approach started.</p> <p>10. You can gently interact with each sub-group and encourage them should they be stuck:</p> <ol style="list-style-type: none"> What sort of ideas would make you re-think your tactics? How do you think they will respond? Is there any common ground you can appeal to? 		
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<p>11. Give the groups 10 minutes to prepare. After this time a spokesperson for each group reads out their messages.</p> <p><u>Processing Questions:</u></p> <ul style="list-style-type: none"> • What was it like challenging your own group? • What things could be counter-productive in a protest? • Do you think it is possible for enemies to communicate? • Do you think Junior (or one of his fellow members) could have done something like this? • Does changing tactics mean changing aims? • What are your observations about the messages made by other groups? <p><u>How it relates to Junior's story</u></p> <p>Junior has shared many aspects of his story. Perhaps the most striking is when his group's behaviour began to use the threat of violence to challenge the groups it opposed. A close encounter with the law could very well have changed Junior's life chances. As it was, he was fortunate, but others were not so lucky. A key question posed by Junior's story is 'does the way you are fighting for your cause, actually improve its chances?'</p>		
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<p>Watch film clip: <i>Act, don't react</i></p> <p>Duration: 3 minutes</p> <p>Resource: Prezi slide with video</p> <p>1. This is the final short video clip and sees Junior reflecting on other ideas and opportunities for getting involved in anti-racism work and activism.</p>		<p>This film clip is useful to show after the Curb Your Enthusiasm exercise. It is useful to show this clip at the end of the process, as it is a good summary of Junior's reflections.</p>
<p>Close the session</p> <p>Duration: 10 minutes</p> <p>1. Finish the session by recapping the exercises you have done as a group and ask what the group remember as the key points from each.</p> <p>2. Thank the group for their participation.</p>	<ul style="list-style-type: none"> Recap the learning from the session. 	

Additional session 4 activities

Curb your enthusiasm

Duration: 20 minutes

1. This activity gives participants one of two instructions. Essentially each participant adopts one of two types of behaviour, either very enthusiastic, or unenthusiastic (introverted or extroverted).
2. The distribution of the two ways of behaving could be done in a number of ways
 - a. Those with odd numbered birthdays are unenthusiastic and those with even numbered birthdays enthusiastic.
 - b. Those who like dogs better than cats are unenthusiastic and those who like cats better than dogs are enthusiastic.
 - c. Or two images could be shown to the group, they then pick one and the different behaviours ascribed to either. (Circle and square, or cross and triangle for example)

- To give those taking part an experience where they try to affect or resist the behaviour of another.

A dynamic and fun activity which quickly elicits a range of interactions, behaviours and emotions that relate to manipulation and conflicting aims.

<ol style="list-style-type: none"> 3. Ask the group to walk around the space and behave in accordance with their instruction. 4. It is important that participants do not explicitly reveal to others what their instruction is. 5. They are then asked to mingle around the space and interact (on a one-to-one basis) with other participants. They are asked to enter the encounter with them. They can be encouraged to move on at various points by the facilitator saying, “find someone else now”. 6. The experience is allowed to flow giving participants a chance to have a number of short interactions. 7. Draw the exercise to a close after about ten minutes. <p><u>Processing Questions:</u></p> <ul style="list-style-type: none"> • How did it feel taking on a role like this? • What were the interactions like? • How was it when you met your ‘opposite’? • What was it like when you met someone similar? • Which did you prefer? 		
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<ul style="list-style-type: none"> • How did the other person's behaviour affect yours? • Did you feel you were being converted? • Did you try to convert others? • What can this tell us about how groups and individuals interact, did it have similarities with real life, if so how, where? <p><u>How it related to Junior's story:</u></p> <p>In situations where polarised ideological positions are at play, it is common for a desire to convert the opposition, or if not that, to make them submissive. These two aims can gather strength and power and often become major motivations and distract from the actual cause a group or individual may have</p>		
<p>Saints and Sinners</p> <p>Duration: 25 minutes</p> <ol style="list-style-type: none"> 1. Split the group into two halves and ask them to move to opposite ends of the room. 2. Explain that the activity will require them as a group to alternately take on the role of either: <ol style="list-style-type: none"> a. Saints (who respond in very polite, and considerate ways when asked questions or when comments are made to them) or, b. Sinners (who respond in abusive, rude, and inconsiderate ways when asked 	<ul style="list-style-type: none"> • Illustrate how escalation can occur quickly and how provocation (especially when experienced in groups) is attractive and provides gratification. • Explores the notion of righteousness. 	<p>This is a dynamic and fun activity which can create some strong and amusing reactions in a short amount of time.</p>

<p>questions or when comments are made to them).</p> <ol style="list-style-type: none"> 3. Explain that each round will involve Saints and Sinners creating a response to the same statement or question. 4. Each team must create and agree on their respective response and then when the stimulus statement is read out, they must step forward and say it as a whole team. 5. Either the Saint's go first, or the Sinners. For example, if the Sinners go first, they say the statement aloud to the Saints. The Saints then respond with their prepared response all together. The side who goes first, says the statement aloud to the other group, and the other group respond. 6. Then you swap round. The Saints say the statement aloud and the Sinners respond. 7. Encourage the teams not to speak fast, and if something is lost, or clarification is needed the responses can be repeated. 8. The activity is played so that each team are given equal opportunity to play each role (for example they each have five goes at being a saint and five as being a sinner). 9. You may need to restrict the use of bad language and curse words (dependant on setting etc). 10. Statements and Questions: <ol style="list-style-type: none"> a. Excuse me, is the seat taken? b. Could you lend me five dollars please? c. Would you like to come with me on a nature walk? d. What time is it? 		
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<p>e. I am lost can you help me?</p> <p>f. I like your shirt.</p> <p>11. These are examples, the important thing is that the statements or questions are neutral and can invite a multitude of responses. The facilitator can invent and use their own questions and statements for the activity.</p> <p>12. Here are some linked to the themes being explored:</p> <ul style="list-style-type: none"> a. I am sorry I do not agree b. Can I try and change your mind? c. You need to change your behaviour. <p><u>Processing Questions:</u></p> <ul style="list-style-type: none"> • Did you enjoy the game? If so, why? • What did you notice happening in your small groups? • Did you decide against some ideas? If so, why? • How did it feel when sinners were responding to you? • Why in conflict do things tend to get more intense? • Did the saints actually behave saintly, or did they become over nice and sarcastic? • Why might the above happen? 		
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<ul style="list-style-type: none"> • Do things that happen in this activity happen between groups in real life? If so, how? <p><u>How it relates to Junior's story</u></p> <p>Junior talks about the dynamic between his group and the group(s) they were in conflict with or whose ideologies they challenged. His story shows how interactions between the groups underwent a process of escalation. When one side raises the game, the other will follow, but where does this lead?</p> <p><u>A variation:</u></p> <p>It can be interesting to play a round of the game where both teams adopt the same role (i.e., sinners go against sinners and saints against saints). This can illicit discussion about status and winners, e.g., which rhetoric was more powerful and why?</p>		
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