

EXTREME DIALOGUE

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Tim Parry
Johnathan Ball
Peace Foundation



**CENTRE DE
PRÉVENTION**
DE LA RADICALISATION
MENANT À LA VIOLENCE

Sylvain's Story – Resource Pack

Find out more about Sylvain'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.

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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: Conspiracy

60-65 minutes

<i>ACTIVITY</i>	<i>LEARNING OUTCOMES</i>	<i>TEACHING POINTS</i>
<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 Sylvain and his story • To reflect on the impact of conspiracy theories • 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: Sylvain</p> <p>Time : 10 minutes</p> <p>Resources: Prezi w/ photo of Sylvain</p> <ol style="list-style-type: none"> 1. Show the group a picture of Sylvain 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 Sylvain and understand who he is now. 	

<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: Sylvain Paquette • Age: 52 • Born: Montreal • Sylvain work as a consultant in management and financial crime prevention. 		
<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 : 15 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. 2. After that and if useful, here are some other questions you can explore: <ol style="list-style-type: none"> a) How do you feel? What did we see? b) What stood out? c) What specific moments were turning points in Sylvain's experience? d) How did Sylvain respond to experiences that frustrate or anger him? Can you think of any examples of this? 	<ul style="list-style-type: none"> • Reflect and recap on critical moments from the film. 	
<p>Toxic Mushroom</p> <p>Time : 15 minutes</p> <p>Resources: Prezi slide with the image of a mushroom, print outs or pre-prepared drawing on a flipchart.</p> <ol style="list-style-type: none"> 1. The set-up is very simple and takes the form of a short lecture. 2. Either with a flip chart or screen, show or draw a picture of a mushroom. The more 'toxic' it looks 	<ul style="list-style-type: none"> • Explore how some truths are used to create false narratives. • Develop an understanding of the effect emotions can have on how we interpret the world. • Develop a better understanding of critical thinking. • Begin to explore how conviction and strong positions can be very compelling despite their accuracy. • Develop understanding about how misconceptions, mis and 	<p>This activity takes the form of a statement, accompanied by an image, that is made and shown to the group. This is followed by interaction with the group, during which comments, behaviours and interactions and noted.</p> <p>The activity starts with the facilitator (in a subtle, yet provocative role) making a dangerous suggestion, but doing so in a very plausible and confident way. This will set up potential conflict with the group who may adopt a variety of positions. It is important that once the activity has been completed, that the facilitator makes absolutely clear that the suggestion is spurious, dangerous,</p>

<p>(bright red for example), the better, show the example on the Prezi or prints from annex 4.</p> <p>3. Then share the following (or something similar, it can be adapted to suit the style of the facilitator and the particular group you are working with):</p> <p>a. “I have some interesting information to share with you. Some of you may like mushrooms, others of you may not, but you should find this interesting anyway. I am going to share with you something you might find surprising. Did you know that all mushrooms are edible? They are all perfectly safe to eat, no matter what shape, size, or colour. In fact, the more exotic they look, the better they taste and the more nutritious they are for you. Did you know this? Why do you think this has been such a secret? It’s a fact, all mushrooms are perfectly safe to eat! I am happy to have a conversation with you about this, but you won’t convince me because I know all the facts.”</p> <p>4. After sharing this, engage in a discussion with the group. If the group, or individuals, try to convince them, play the role of becoming more entrenched, and resist persuasion and suggestion.</p>	<p>disinformation are created and spread.</p>	<p>and not true. The facilitator must be emphatic that the activity starts by sharing a falsehood, in order to prove some points about risk and persuasion, and equally how we might perhaps more usefully engage with people who might be dangerously isolating and spreading inaccurate and damaging information.</p>
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<p>5. If the group, or individuals, attempts a more dialogue and engagement-based approach, you can modify your responses to be more open to suggestion and discussion.</p> <p>6. It is important that during this process some notes are made about what happens, what people say, and how the group engage. You can ask for a volunteer beforehand to do this.</p> <p>7. It is essential that once the activity has ended, the facilitator reminds of and reiterates these known, evidenced, and provable facts about mushrooms:</p> <ol style="list-style-type: none"> Not everybody likes eating mushrooms. Some mushrooms are tasty and nutritious. Some mushrooms can cause severe illness if eaten. Some mushrooms can cause death if eaten. It is important to check which mushrooms you eat! <p><u>Processing Questions:</u></p> <ul style="list-style-type: none"> What were your impressions at the beginning? How did you respond to the statement? 		
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<ul style="list-style-type: none"> • What did you try to do to convince the facilitator? How can we engage with people who might have a strong yet dangerous set of opinions? • What is the best way to persuade people? • Did anything begin to work in the activity? <p><u>How it relates to Sylvain's story</u></p> <p>Persuasion and strong positions play a big role both in Sylvain's entry into the conspiracy movement and how he eventually left. He talks about the importance of checking information before acting on it, of trying to find out who benefits from strong theories and ideas. When Sylvain talks about the people who eventually convinced him to leave the movement (persuade him away from some destructive behaviour) he suggests that their approach was gentle, understanding and not based on fear or judgement.</p>		
<p>How many eyes</p> <p>Time : 15 minutes</p> <ol style="list-style-type: none"> 1. Ask the group to stand or sit in a circle. Select a volunteer and ask them to stand or sit in the middle of the circle, they will be instructed to find a comfortable position and to hold it. 	<ul style="list-style-type: none"> • Explore and experience the feelings associated with making assumptions. • Explore multiple perspectives. • Explore how we receive and process information. • Explore how we may need to move position to have a better picture. 	<p>This exercise is easy to set up and can establish multiple discussion points around perception, positions, and persuasion. In addition, it provides some participants with an experience in which they are regarded and contemplated by the rest of the group. This is important when contemplating and can provide some important reflection on perception and identity, on how we arrive at our positions and how we are influenced by others.</p>

<p>2. Those seated in the circle will then be asked a range of questions to consider only from their physical perspective (where they are located).</p> <p>3. Based on what you can see (from the position of your seat):</p> <ul style="list-style-type: none"> a. How many eyes has the person in the middle got? b. How many ears has this person got? c. How many hands? d. What expression does this person have on their face? <p>4. The group may only respond to this question on the basis of what they can actually see from where they are in the circle. i.e., some people (directly in front of the person) will be able to see two eyes. Those to the side might only see one, those behind will see none at all.</p> <p>5. It can be repeated with different volunteers, and the questions can be expanded, for example:</p> <ul style="list-style-type: none"> a. What colour are their eyes? b. What expression is on their face? c. What is the design on their T-shirt? 		
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<p>d. Are they wearing a badge, if so, what is it?</p> <p>6. The questions can vary depending on what the person in the middle is wearing or doing.</p> <p>7. During the process, the group can be invited to communicate with each other about their differing perspectives and how they might share their understanding of what they can see.</p> <p>8. As the facilitator, you don't need to intervene if a participant gives a deliberately misleading answer.</p> <p>9. Participants may move if they wish.</p> <p>10. More than one person can have a turn at being in the middle if there is time.</p> <p><u>Processing Questions:</u></p> <ul style="list-style-type: none"> • What were the challenges of that activity? • How easy or hard is it to convince others of your viewpoint? • How can we really get a true picture of events or circumstances? • How might this activity relate to Sylvain's story? • What can it tell us about how information is shared and absorbed (TV, Internet, social media etc)? 		
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<ul style="list-style-type: none"> • If you were in the middle, how did it feel hearing the different answers? <p><u>How it relates to Sylvain's experience:</u></p> <p>This exercise is linked to Sylvain's story in a number of ways. Firstly, it explores the degree to which we can come to a position based only on what we can see or have taken in from a single position. Secondly, it can open up conversations about trusting the stated opinions of others and the information they share. In order to get a true picture of circumstances or events, we may need to move and see things from the point of view of others.</p>		
<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 – Getting caught in the net

60-65 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 understand the mechanisms and impacts of conspiracy theories • To develop an understanding of the construction of group identity and the impact it can have on individuals and the wider community. • 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>The pulse game</p> <p>Duration: 30 minutes</p> <p>Resources: a coin, a cloth</p> <ol style="list-style-type: none"> 1. Separate the chairs into two lines, facing each other. Ask the group to sit down on each chair (facilitators sit out, unless one is needed to make up a team number, as they should both be the same size). The lines should not be too far apart, i.e., 25cm between opposing knees. 	<ul style="list-style-type: none"> • Identify typical behaviours in conflict situations. • Examine group behaviour and specifically examples of collusion. • Explore using non-verbal communication to pass messages. • Explore how it feels to be in a group that is in opposition to another and how 'our' actions are 	<p>This game is a useful catalyst for conversation about communication, rumours, and responsibility.</p> <p>It is also useful in quickly establishing a sense of competition and group identity. The mechanics of the game mean that associations can be made between what happens during it, and communication between and within groups in the wider world. The pulse can be likened to a rumour, once started it can't be retrieved. Equally, the sensations that the activity generates can lead to questions and associations about passing information on in times of stress and tension, and the intrinsic trust of 'your own side'.</p>

<p>You can have separated the group into two before this, or just have people sit down in the closest seats.</p> <p>2. At one end of the line, have a chair or table with a tea towel on it, which is in reach of the opposing players at that end. At the other, have one of the facilitators sit with a coin.</p> <p>3. Explain that the teams are against each other. A team wins points when a signal is correctly sent up the line, from the person nearest the coin, to the person near the cloth.</p> <p>4. Explain that to send a signal/pulse, the groups have to hold hands, the signal is sent by squeezing their hand/etc. Everyone else, except the person nearest the coin, closes their eyes.</p> <p>5. The coin is flipped: if it lands on heads, it means you squeeze. If it lands on tails, you don't squeeze.</p> <p>6. Do a test round to make sure people understand. There are a couple of additional rules:</p> <p>a. If someone sends a squeeze by mistake (either squeezing on a tails, or otherwise), the opposite team gets a point.</p>	<p>viewed as true, and 'their ' actions as not honest.</p>	
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<p>b. If anyone speaks during the activity, the other team gets a point.</p> <p>c. When the team score a point, the person nearest the tea towel stands up, everyone moves up, and that person takes the position to look at the coin flip.</p> <p>7. The team who gets back into their original seat first, wins.</p> <p>8. Finish by coming back into a circle of chairs.</p> <p><u>Processing questions</u></p> <p>1. What behaviours did we see, why?</p> <p>2. How did the two teams interact with each other?</p> <p>3. What did people do when their team lost a point?</p> <p>4. What did it feel like waiting for a signal?</p> <p>5. Which role in the line is the most important?</p> <p>6. What could the pulse represent in real life?</p> <p>7. How often do we question the actions of our own groups?</p> <p>8. Can you stop a squeeze after it has been sent?</p> <p>9. How do these aspects relate to real life situations?</p>		
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<p>10. What happened if someone made a mistake? How did other people react?</p> <p><u>How this relates to Sylvain's story</u></p> <p>This activity is linked to Sylvain's experience of rumours, misinformation, and disinformation. It explores how information and communication are received and interpreted. It further explores the idea of trust, mild anxiety, and pressure, and how we can respond to these feelings. It is useful to open up conversations about what the 'pulse' might have represented for Sylvain, and what 'pulses' (rumours, versions, false information etc) go around in today's context.</p> <p><u>Variations:</u></p> <p>To extend this activity you can also introduce an additional element on rulemaking to provide further opportunities to observe behaviours, tactics and to reflect upon finding a 'win-win' solution.</p> <p>You could make the game a challenge and have a scoring system, with the first team who gets a set number of points (this number will depend on the size of the group). As you go into the final round, where there is a possibility of one team winning, you could introduce a rule that whichever group wins the final round, wins the game. Additionally, you could allow the group that is winning to make up one special rule</p>		
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<p>for the final round. This rule is known only by that team and can be anything at all that they think will ensure their success. For example, they could all have their eyes open, or the end person could have their hand hovering over the cloth.</p> <p>At the end of this round reflect upon the rule chosen</p> <ul style="list-style-type: none"> • Was it fair? • How did the other team feel? <p>Did they choose a rule which would allow both teams to win? Why?</p>		
<p>Paris in the spring</p> <p>Duration: 10 minutes</p> <p>Resources: A large of piece of paper and a pen. On the paper, write down the phrase ‘Paris in the the Spring’ (notice the two ‘the’s), in the shape that is in Annex 1.</p> <ol style="list-style-type: none"> 1. Divide the group into two teams and place them on different sides of the room. 2. Tell them that they will soon be shown a piece of paper with a phrase written on it. Their job is to look at the phrase (they will only have a fleeting glimpse of it, 3-4 seconds) and to come to an agreement in their group about what it was, and then write it down on their piece of paper. 	<ul style="list-style-type: none"> • Raise awareness of the fact that we often import into and project meaning onto a situation or image, which is not there. The meaning we project may be in sympathy with our assumptions and views of the world. • Develop awareness and understanding about bias and how these are formed. 	<p>This is a well-known cognitive psychology tool, and can be found in many textbooks, despite that, it still has a very useful application with regards to prejudice and assumptions.</p> <p>This exercise can be done with individuals, sub, or whole groups. It has also been found to be useful to do it as a team exercise.</p>

<p>3. Frequently (but not always) groups and individuals will see and write “PARIS IN THE SPRING”. Sometimes, people will see the two ‘the’s.</p> <p>4. When every group has had chance to share what they saw, share that there is in fact two ‘the’s.</p> <p><u>Processing Questions:</u></p> <ul style="list-style-type: none"> • If you made a mistake, why do you think that was? • Was anyone in your group a leader? • What did you think of the task? • Where else do we see things in a situation which are not there? <p><u>How does this relate to Sylvain’s story:</u></p> <p>Sylvain was at some point caught up in groups with strongly held opinions and beliefs. Often with such groups new information is only viewed in a way that fits existing ideas. Concepts are so strongly held that information is either dismissed or seen to ‘prove’ pre-held ideas. The activity demonstrates how to some extent, we can often ‘see what we want to see’ and that it is important to look again occasionally.</p>		
<p>Instructions</p> <p>Duration: 15</p>	<ul style="list-style-type: none"> • Explore the notion of impulse control and ‘stopping and thinking’ before reacting or responding. • Understand how we as individuals process information. 	<p>This is quite a simple yet effective activity which explores impulse control, and the need to look into things further before making decisions which may be difficult or impossible to reverse or change. It can provide quite a strong experience which forms that basis of associations and conversations</p>

<p>Resources: print outs for everyone of annex 2 for worksheet</p> <ol style="list-style-type: none"> 1. This activity takes the form of an examination. Arrange the working space to resemble a space where a test is being conducted (tables and chairs in rows, for example). 2. Explain to the group that they will all take the same test and that it will be timed. 3. Hand out the test sheets and pens face down and ask them to not look at them until you tell them they can. 4. Explain that when you say go, they will have ten minutes to complete the test. Points will also be awarded to the first, second and third people to complete the task. 5. Start the countdown. 6. When people are finished, and depending on how they react to the test, ask people to sit quietly. It is normal for there to be a variety of responses to the test, but try to encourage people to let others finish. 7. Once everyone has finished, explain that this was not in fact a real test. It was also not meant as a trick or to make people feel stupid, and people's responses can vary. Thank everyone and move onto the processing questions. 	<ul style="list-style-type: none"> • Begin to better understand how a certain type of context (pressure) can make us act in the short term without thinking ahead. 	<p>around, looking before you leap, and the value of controlling impulses and investigating things properly, before committing.</p> <p>This activity can sometimes provoke a strong reaction, participants can feel 'stupid', or as if they have been easily fooled.</p> <p>With this in mind it is important to stress that the game is not an intelligence test, many people have done this activity before and people from all walks of life and experiences have completed the tasks before reading to the end. We can learn from our mistakes, and this makes us more capable.</p>
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<p><u>Processing Questions:</u></p> <ul style="list-style-type: none"> • How did it feel at the start of the test? • Did the arrangement of the desks and the paper change the way you felt and behaved? • What were you thinking as the test progressed? • Were you aware of the behaviour of others? • What skills did you use during the test? • What did you think when you came to the end of it? • What lessons do you think we can learn from this exercise? • How easy is it to think before you act? <p><u>How it relates to Sylvain's story</u></p> <p>The link between this activity and Sylvain's story mostly lies in the fact that he has frequently said he got caught up into something because he never fully looked into things, was perhaps tricked to respond emotionally rather than rationally, and that he perhaps did not think consequences through. In his current work he encourages people to think things through and do research before acting.</p>		
<p>Close the session</p> <p>Duration: 5 minutes</p>	<ul style="list-style-type: none"> • Recap the learning from the session. 	

<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. 		
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Session 3 – Who benefits?

60 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 think about who benefits from certain actions and the negative effects it can have on individuals • 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>Making the News</p> <p>Duration: 30 minutes</p> <p>Resources: Flipchart, paper and pens</p> <ol style="list-style-type: none"> 1. Divide the group into three or four teams. 2. Explain that in this activity they are journalists or reporters. 	<ul style="list-style-type: none"> • Recognise that people are different and will see things differently from each other. • Understand how the same events may be interpreted differently by different people. • Be more aware of how our own perceptions may be distorted. 	<p>It may be useful to prepare some examples of news stories which have been shown to be biased.</p> <p>It is important to remind the group that we all have experiences and backgrounds that affect our perception of events and situations of conflict.</p> <p>This activity is about drawing out ways in which information and events are reported on. In particular how information can</p>

<ol style="list-style-type: none"> 3. Explain that you're going to read a short police report/brief to the group which details a series of recent events. 4. The task for each group is to produce a news story to report on the event. Each group will share their report with the other groups at the end. 5. Explain that group who produces the best story/report will win. 6. Encourage them to be creative in their reporting. They could produce a written piece, a piece for social media, or a TV News style report. Regardless of format, the report must include the following: <ol style="list-style-type: none"> a. A headline b. A sub-headline c. Some details of the event d. Some reflection or analysis of the event e. Consider: who is the audience of your report? 7. The report/brief was taken from a police interview in a quiet residential area. 8. Hand out copies of the interview to each group (found in Annex 6— resource 1 – Making the News). 9. Give the group 5 to 10 minutes to prepare. 10. When they are ready, ask the first group to share their report. Facilitate the groups to share their reports, i.e., if one group is doing a TV News report, encourage them to 'perform' this by setting up a 'stage'. 11. When all reporters have shared their story, thank the group for participating. 	<ul style="list-style-type: none"> • Reflect on how certain groups may exaggerate small details to distort and create effect. • Reflect on how elements of stories can be invented to make them more appealing and dynamic. 	<p>be manipulated into different formats, for different audiences, and for what purpose.</p> <p>The exercise is about exploring the concept of manipulation and persuasion in more detail, and recognising the strategies used in communication. It is key to not reveal this ahead of the activity.</p>
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<p>12. Ask the group to compare the reports and talk about what they have learned.</p> <p>13. At the end, share with the group some of the other possibilities (Annex 7 – resource 2 – Making the News) behind the story. Explain that there may have been a range of stories, with a variety of possibilities, but the truth is, we don't really know until we know all the facts.</p> <p><u>Processing Questions:</u></p> <p>Reporting:</p> <ul style="list-style-type: none"> • What did you find easiest to remember and report? • What was hardest? • What did you do if you couldn't remember something exactly? • Did you add anything to the report? If so, why? • What sorts of strategies or techniques did you use to report on the event? • Who was your audience? Who were you appealing to? • Why did you choose the format you did? • What is our individual role in communicating information? • What role does the media and other similar sources of information (social media, internet) play in how we understand events and receive information? • What is the role of the media in communicating information? 		
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<ul style="list-style-type: none"> • What strategies or skills are needed to think critically about the information we receive? • What factors affect our perceptions of situations? Some examples might include background, religion, sex, life experiences, knowledge, culture, values, character. <p><u>How this relates to Sylvain's story:</u></p> <p>Stories and versions of events and actions played a big role in Sylvain's journey. Various groups pitched their 'narratives' to meet and shape the beliefs of their audiences. Often, calamity and negative possibility or effect was exaggerated to develop subservience or conformity. Stories can be changed to create effect, the more exciting they become, and the more details are added, the more they can be used to persuade people.</p>		
<p>Watch clip: <i>Ask yourself who does this benefit?</i></p> <p>Duration: 3 minutes</p> <p>1. This clip is useful to show after the <i>Making the News</i> activity, as Sylvain reflects on how he used to believe the information he received versus how he now critically thinks about what information he consumes.</p>	<ul style="list-style-type: none"> • Allow for contemplation of 'truth' behaviour, 'communication' and 'manipulation'. 	<p>This film clip is useful to show after the <i>Making the News</i> exercise.</p>
<p>Survivor bias</p> <p>Duration: 15 minutes</p>	<ul style="list-style-type: none"> • Help develop a better understanding and practice of critical thinking. 	<p>This is broadly a discussion activity where participants are asked to consider the factors that might lead to a particular conclusion. The first part of a true story is shared with the group, and then they are asked in smaller groups to reflect on what has happened</p>

<p>Resources : Prezi slide</p> <ol style="list-style-type: none"> 1. Divide the group into smaller subgroups and show them the image of the plane on the prezi. 2. The group is then told: <ol style="list-style-type: none"> a. In World War Two, combat aircrafts frequently returned to their base with damage in specific parts of their structure, as illustrated. It appeared certain parts of the aircraft were heavily hit by enemy bullets. They had a series of meetings with pilots and engineers so that they could improve the safety and survival of the squadron. 3. Each small subgroup is asked to think about how the problem was approached: <ol style="list-style-type: none"> a. What might need to be done? b. What different solutions could they have had? c. What informed their thinking? 4. Give the groups five to ten minutes to discuss and think through the questions above. 5. Each group in turn then feedback their conclusions. 6. The groups are then told the following information: <ol style="list-style-type: none"> a. It was therefore decided by pilots and engineers that these areas of the planes (those that had been hit) should in future be given extra reinforcement, because this would make the planes less vulnerable and more likely to survive. b. However, somebody in the meeting arrived at a different conclusion, they suggested that planes showing this pattern of damage had 	<ul style="list-style-type: none"> • Helps develop understanding of the fact that the most obvious explanation may not be accurate. • Encourages those taking part to explore a range of possibilities before jumping to conclusions. 	<p>and what course of action would be useful in order to understand the true cause of a problem and how to solve it.</p>
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<p>survived, and that the other areas (those not marked) are where attention should be placed.</p> <p>7. Further information found in annex 8 can be read to the group.</p> <p><u>Processing Questions:</u></p> <ul style="list-style-type: none"> • What are the first things we think about when presented with a problem or challenge? • What are you using to inform your approach? • What type of thinking was used by the engineer who viewed the problem differently? • How can we try to better understand problems and challenges? • How does this relate to Sylvain's story? • How might some groups and organisations manipulate people into jumping to conclusions? • How can we learn to look for true facts and information rather than the details that conveniently fit with our view of the world • Did the people who told Sylvain conspiracy theories, and those who organised the movement, take advantage of the survivor bias? <p><u>How it relates to Sylvain's story:</u></p> <p>Sylvain has commented that during his isolation from society and involvement with The Freeman of the Land movement, certain individuals held more power, and they were able to benefit personally from the stories and conspiracies they were sharing (for example, by charging large sums for workshops and lessons). This appeared to be lucrative for a handful of</p>		
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<p>individuals. This exercise invites those taking part to contemplate a range of causes of either crisis or success.</p> <p><u>A variation:</u></p> <p>Often the way a situation or event is presented can lead to misconceptions about cause and effect.</p> <p>Below are additional examples of survivor bias where conclusions are made about a single and inaccurate explanations that are accepted as truth:</p> <p>The Taj Mahal fallacy</p> <p>The beauty of the Taj Mahal could make you wonder how something so magnificent was built so beautifully in the 1600s. You may even go on to say: “Wow houses and architecture back then were so much more beautiful and built better than today”. Chances are you may be falling for survivorship bias here, because all the ugly and poorly built buildings from the past have been torn down or simply broken down. They did not last and hence were replaced with newer buildings. Looking only at what survived and coming to conclusions is the problem.</p> <p>Should I drop out of college?</p> <p>“Bill Gates dropped out of college, and he went on to become a billionaire. So did Mark Zuckerberg and Elon Musk. I think I should drop out too”. That is the most popular example of survivorship bias. It occurs because we only look at the success stories. We fail to account for the countless others who dropped out of college but did not make it “big”.</p>		
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<p>Close the session</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 remembers as the key points from each activity. 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>Not the full picture</p> <p>Duration: 20 minutes</p> <p>Resources: Prezi, annex 3 with descriptions about the pictures.</p> <ol style="list-style-type: none"> 1. Tell the group that you would like them to concentrate now on a sequence of images as you will be asking questions about them. 2. As you click through the images (showing cropped version of a wider image), ask the group these open questions: <ol style="list-style-type: none"> a. What do you see? 	<ul style="list-style-type: none"> Develop critical thinking. Encourage questioning and investigation before jumping to conclusions. Cultivate an understanding of how assumptions can lead to actions. Bring into discussion the possibility of multiple consequences. 	<p>This session is concerned with assumptions. It is often useful not to share this with the group at the beginning so as to allow them to make uncensored decisions and judgements and to help draw out learning in relation to their ‘natural’ responses.</p> <p>In the first section of this exercise, the facilitator must make it clear that no judgements are made about the participants and explain that this is not a test but an exploration of how people think. We add in details based on history and assumptions, what we assume may often be wrong.</p> <p>Making assumptions is part of a natural survival process which has developed to help us make sense of the world. However, there are times when individuals and organisations use this to manipulate people for their own advantage.</p>

<p>b. What do you think is going on here?</p> <p>c. What happened before?</p> <p>d. What might happen after?</p> <p>3. After this, reveal the whole picture and get a measure of the response. The same questions are repeated for the whole image.</p> <p>4. Upon concluding the exploration of the images, ask the group to reflect on a situation when they made a choice, or a decision based on fragmented or reduced information. Ask people to share their own personal stories or examples as appropriate.</p> <p><u>Processing Questions:</u></p> <ul style="list-style-type: none"> • Did Sylvain have the full picture? • Was Sylvain aware of the potential consequences of his engagement in conspiracy theories? • Do you think he had thought them through? <p><u>How this relates to Sylvain's story:</u></p> <p>A key lesson that Sylvain learned, and one that he wishes to impart to others, is the importance of looking at the whole picture before making significant decisions. A small piece of information taken out of context can be used to mislead or harm an individual or group.</p>		

<p><i>Watch clip: I realised that there are things that can be true, and things that are false</i></p> <p>Duration: 5 minutes</p> <p>Resource: Prezi slide w/ video</p> <p>1. This clip is useful to show after the Not the Full Picture activity, as Sylvain reflects on how he now critically thinks about information he consumes, and what questions and considerations he now thinks about.</p>		<p>This film clip is useful to show after and in relation to the <i>Not the Full Picture</i> exercise.</p>
<p>Texas Sharpshooter</p> <p>Duration: 15 minutes</p> <ol style="list-style-type: none"> 1. This activity takes the form of a story which the facilitator will tell the whole group at the same time. This story serves as the background to the ‘challenge’, which will be explained once the story has been told. 2. Before reading the story, divide the group into two smaller groups, one half being Group A and the other Group B. 3. Read out the story which can be found in Annex 9 – Texas Sharpshooter Story. 4. Once the story has been told, explain that the A’s will take the role of judges, and the B’s will take the role of entrants. 	<ul style="list-style-type: none"> • Help develop a better understanding and practice of critical thinking. • Understand the differences between fact and fiction. 	<p>This activity takes the form of a story, on which those who have heard reflect and answer a set of questions. Conspiracy theorists and extreme groups often see the world through a narrow and polarised lens. Evidence (and true facts) are often taken out of context in order to support a position, ideology, or opinion.</p> <p>The activity is centred around looking for evidence, and exploring the types of behaviours associated with manipulation, and how we invent and tell stories in order to meet our needs.</p> <p>Actual facts are isolated but around them untruths are built in order to create a certain belief or idea.</p>

<p>5. At this point As and Bs are given different instructions. Don't reveal to the groups they are being given different instructions.</p> <ul style="list-style-type: none"> a. Group A will be told that they will go to the farms and talk to the sharp shooters who want to be in the competition. Their job is to find out not only if they are good shooters, but also if they will be safe competitors. b. Group B will be told that they are waiting at their barn for the judges to visit. c. Group B will be told that they have to convince the judges that they should be allowed to compete. <p>6. In addition, share the following with each of the respective groups:</p> <ul style="list-style-type: none"> a. A: Your job is to interview the shooters, look at their targets, and find out if they are good and safe shooters. When you get to the barn they have been shooting at, you see that all targets have been hit. You must interview them to find out if they should be allowed to compete. b. B: Sadly, you are not really a good shooter, but you desperately want to compete. So, you fired six bullets into your barn, and then, very quickly painted targets around them. You don't tell this to the judges, but if they ask if this is what you did, you must 		
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<p>tell them. You can use your creativity to avoid being found out. You really want to compete.</p> <p>7. The facilitator now asks people in group A to find someone in group B and to start their interview.</p> <p>8. The interviews last for five minutes, and after this time the facilitator makes a record of which shooters will be allowed to compete.</p> <p><u>Processing Questions:</u></p> <ul style="list-style-type: none"> • What behaviours and tactics did A's use to meet the objectives and determine who was allowed to take part? • Did A's feel as if they were being manipulated or lied to? How could you tell? • What skills were being used by the shooters to lie or 'disguise the truth' about what happened (B's)? • What did it feel like being investigated (B's)? <p>After these questions have been explored, the facilitator then reads out (or asks a B to read out) the instruction given to the shooters, and the following questions explored.</p> <ul style="list-style-type: none"> • How did the judges (A's) feel when they found out? • What strategies did people use to 'lie' or disguise what had happened? 		
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<ul style="list-style-type: none"> • How do you know when something is a lie? • What skills can you use to try and understand ‘fact from fiction’? • How does this relate to real life situations? • What can this activity teach us about real life situations? • How easy is it to find out the truth sometimes? <p><u>How it relates to Sylvain’s story</u></p> <p>When talking about his past involvement Sylvain often suggests that certain manipulators twisted some small core facts into versions that supported their aims. This is a common feature with extreme groups and conspiracy theories: facts are either greatly magnified or taken out of context in order to support or spread a very different reality. It explores the mechanics of persuasion and opens up a conversation about thinking critically and separating fact from fiction.</p>		
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Session 4 – Social responsibility

60-70 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 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 one's responsibility to the community and wider society • 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>Society Game</p> <p>Duration: 20-25 minutes</p> <p>Resources: large pieces of paper and multi-coloured pens; see annex 5 for Max-Neef Wheel of Needs</p> <p>Stage one:</p> <ol style="list-style-type: none"> 1. The facilitator will divide the group into smaller subgroups, each comprising of four or five participants. These smaller groups will find a space 	<ul style="list-style-type: none"> • Explore the concept of social responsibility. • Develop an understanding about fundamental human needs. 	<p>This activity is a fun, accessible and creative way of identifying basic human needs, and the degree to which how as a society we provide for them is interlinked.</p> <p>It asks participants to work for a short period of time in small subgroups engaged in a visioning exercise. It does a number of things at the same time; it gives an opportunity for cooperation and sharing, thereby providing a different set of reference points for those taking part.</p> <p>It also explores the multiple aspects which are needed to make up an integrated and functioning society.</p>

<p>to work separate from the other groups (around a table or sat in a small group).</p> <ol style="list-style-type: none"> 2. The facilitator then explains that each group will draw or make a list in relation to the task. Each group will be asked to hold a short discussion and produce something. 3. Each group could be asked to work on the same task or given different ones. It is important that the groups can't see each other's work. 4. The tasks: <ol style="list-style-type: none"> a. Imagine you are all going away for six months, what would you pack in your backpack? Draw a picture of it or make a list. b. You are a team of architects and have been given the job of designing an ideal house. You can include basic and luxurious features, there is a very big budget. c. You are a team of city planners and have been given the job of designing a completely new city. Make sure you provide all the facilities you think will be required. d. Imagine you have been washed up on a desert island. Your task is to plan or map-out the island, with what structures and items you 		<p>It tries to approach the subject of human needs from an interactive angle: this can develop a conversation around what needs did Sylvain feel his separation was providing, and what are conspiracy theorists looking for. Finally, can these needs be provided in a safer, more constructive way?</p>
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<p>would build, salvage, and use to make life safe and comfortable.</p> <p>5. If some groups are getting a bit stuck, encourage them to think about their own city, their own home, or perhaps a vacation they have been on. Tell them that they can use their imagination, but all of the aspects must be linked to reality.</p> <p>6. When the drawing or list making is complete, the groups return with their papers to a large circle (sub-groups will sit next to each other). They will then in turn describe their task and share what they came up with.</p> <p>7. Opportunity can be given after each short presentation for the rest of the group to reflect on what has been shown. Questions could include:</p> <ul style="list-style-type: none"> a. Do you think anything is missing? b. Would you like to live there? <p>8. Once everybody has shared their work, it is explained to the group that, as well as being a creative cooperation exercise, it is also about identifying human needs. Ask stage one (see below) of processing questions.</p>		
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<p><u>Stage two:</u></p> <ol style="list-style-type: none"> 1. The facilitator then explains that we will try to make links between what has been discovered and discussed during this activity and the work of a Chilean economist called Manfred Max-Neef. He researched a range of communities across the world and arrived at nine basic categories of human needs, which are: <ol style="list-style-type: none"> a. Security and protection. b. Rest and leisure. c. Love and affection. d. Understanding. e. Freedom. f. Creativity. g. Subsistence (food, drink, and air). h. Identity. i. Participation. 2. The task now is for the group, guided by the facilitator, to link the items and features drawn or listed in the activity to the categories of needs. For example, if the house has a guest bedroom, this could be linked to love and affection, if the city has 		
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<p>a community centre this could be linked to participation, and if the travellers take a first aid kit, this could be linked to security and protection.</p> <p>3. It can be explained to the group that Max-Neef saw the needs as interdependent and that each one is as important as the other. In short, if we are to have successful and happy lives and communities, then equal energy must be put into meeting and looking after each of the needs.</p> <p>4. Stage two questions can now be used as a starting point for discussion and debate.</p> <p><u>Processing Questions:</u></p> <p><u>Stage one:</u></p> <ul style="list-style-type: none"> • How was it working in smaller groups? • Was there agreement? • How did you manage differences? <p><u>Stage two:</u></p> <ul style="list-style-type: none"> • What needs might Sylvain have been trying to meet when he joined 'The Freemen of the Land' movement? • Did he get all of the needs met when he was isolated? 		
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<ul style="list-style-type: none"> • What does ‘social responsibility’ mean? How would you define this term? • What does the term ‘social responsibility’ mean for individuals and society? • How might some of the needs be used to persuade people to engage in destructive or risky behaviour? • How might some of the needs be used to make people engage more usefully in society? • How well do you think Sylvain’s needs are being met now? • Is it possible that over focusing on one need can mean that others are denied or reduced? <p><u>How it relates to Sylvain’s story</u></p> <p>Sylvain spent much time being distanced from society and developed a distinctive view of social responsibility. He mentions that in his sub society, there was some mistrust and fear. He avoided his social responsibility. One interpretation could be that his desire for security, participation and understanding led him down a path which in fact reduced his freedom, security, and engagement with society. Now though he is an integrated and very useful member of the community.</p>		
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<p><u>A variation:</u></p> <p>The facilitator can choose to give each subgroup the same task (this can be quite interesting in that differences can be explored) or half one task and the other half another.</p> <p>Additional reading and information about Manfred Max-Neef's taxonomy of needs is provided with this resource in Annex 5.</p>		
<p>Bags of money</p> <p>Duration: 20-25 minutes</p> <p>Resource: small pieces of paper, with 2 'x's' written on two pieces of paper, and the rest with '0's' written on.</p> <ol style="list-style-type: none"> 1. Explain that the group will now engage in a problem-solving activity and will then set the scene which takes the form of a story, in which 'players' have different roles. This can be adapted to suit the needs and tastes of the particular group taking part. 2. Explain the following to the group: <ol style="list-style-type: none"> a. You are taking on the role of a group of friends who spend a lot of time hanging out together. Your town is a little run down, and until recently, they used to go to a youth club, on the edge of a forest. It has since closed down. You still use the building sometimes, as one of them had a key cut, 	<ul style="list-style-type: none"> • Explore the concept of social responsibility. • Experience mild frustration, tension and conflict. • Explore how versions and stories can be easily created to build a case and convince people. 	<p>This exercise is easy to set up and can establish multiple discussion points around accusation, responsibility, grievance trust, authority, and how groups might respond to division.</p> <p>In addition, it allows for multiple transactions which provides useful talking points, where links to the behaviours and sensation experienced during the activity can be associated with real life challenges and events.</p>

<p>other times you enter through a broken window.</p> <p>b. In a nearby city, there has been a big bank robbery. \$4,000,000 was taken in used bank notes; this has been a big item on the news. Some people say that much less was stolen and it is an insurance fraud, others think that more was taken, and the bank is embarrassed. No violence was used in the theft, the money was taken overnight from a safe. One of the getaway cars was spotted not too far from the woods near the club house. The police have discovered one bag. Two more are missing.</p> <p>3. Randomly allocate the following roles to the players, they will respond as much as possible in line with them.</p> <ul style="list-style-type: none"> a. Child of the former youth club leader b. Child of a police officer c. Child of someone who is in prison d. A straight A student. e. A member who often gets into trouble for silly things. <p>4. Everybody else are regular members.</p> <p>5. Now explain:</p>		
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<p>a. The two remaining bags have been found by two of the members when they were out walking through the woods.</p> <p>6. Then hand out to each player a piece of paper. Explain that on two of the pieces of paper, there will be written a dollar sign, this means they are ‘finders’ of the money bag. On the rest of the pieces of paper, there are zeros written. If their piece of paper has a zero written on it, they are not a finder.</p> <p>7. Players must open their papers in secret and must not show them to other players.</p> <p>8. Explain that if you are a finder, you must keep the fact secret, your aim is to remain undetected.</p> <p>9. If you are not a finder, your task along with the rest is to find out who the finders are, so the money can be returned, and the reward used to renovate the club.</p> <p>10. The facilitator places two chairs in the centre of the room and calls them the ‘club room’.</p> <p>11. The group must work to find out who the finders are, they can hold a vote and send two players to the club room. Before the vote, they can ask questions and engage, the finders are allowed to lie in order to remain undetected. Those who are not finders must discover both finders if they are to save the club.</p> <p>12. Give 10 minutes (or slightly longer) for the group to decide. Let discussion happen naturally. Below are some suggestion questions:</p>		
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<p>a. Who do you think is a finder?</p> <p>b. What makes you think this?</p> <p>c. How can we tell when people are only acting in self-interest?</p> <p>13. Once the group has made their final decision those elected must sit in the club room.</p> <p>14. Then and only then can the true finders be revealed.</p> <p>15. Papers must not be revealed until the game is over.</p> <p><u>Processing Questions:</u></p> <ul style="list-style-type: none"> • What did it feel like being accused when you were not a finder? • What different manipulations did people use? • What does ‘trust’ look like? • What do people do when they try to manipulate? <p><u>How it relates to Sylvain’s story</u></p> <p>Many of the interactions of this activity can relate directly to Sylvain’s story. When he was fully engaged in the movement, he separated himself with others away in the woods and rejected conventional society. When he speaks about his time there, he suggests that although they had an identity, essentially, he felt isolated, and that trust between people was not high. He also talks about</p>		
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<p>the fact that some people in the movement were benefitting a lot more than others.</p> <p><u>A variation:</u></p> <p>To add an extra dimension, when the papers have been given out, the facilitator can ask everybody to put their hands over their eyes, and then ask the finders to remove them and see who the other finder is.</p>		
<p><i>Watch clip It takes a lot discernment. We must not believe everything that we hear.</i></p> <p>Duration: 5 minutes</p> <p>Resource: Prezi slide w/ video</p> <p>This short video clip sees Sylvain reflecting on his own journey and learning, and how he is using that to help other people.</p>	<ul style="list-style-type: none"> 	<p>This film clip is useful to at the end of the process. It is also useful to share after the <i>Curb Your Enthusiasm</i> exercise, which is in the additional activities.</p>
<p><i>Close the session</i></p> <p>Duration: 5 minutes</p> <p>Resource: paper and pens</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. 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 4 activities

<p>Thinking for yourself: resist the con</p> <p>Duration: 20 minutes</p> <p>Resources: Flip chart paper/paper and pens</p> <ol style="list-style-type: none">1. Asks those taking part to move around the space and find a partner, and label themselves either A or B, and to remember who their partner is. The A's are asked to go to one side of the room and the B's to the other.2. Following on from this each side of the room, each group is given different bits of information: <p>B: You have recently been introduced by an associate to a money-making scheme that is “guaranteed” to make you very rich over the course of a year. You have attended a workshop, which was run by people who have already made lots of money. You have seen images of the extravagant lifestyles of people who have already succeeded. All you need to do is invest half of your savings, and by this time next year, you will have ten times that amount of money. If you manage to get other people to take part in the scheme, you can make even more. This opportunity has come at the right time as you are worried about money and feel that you need to make some changes. The best thing about the</p>	<ul style="list-style-type: none">• Give participants a range of experiences that are related to those Sylvain has had.• Provide an opportunity to think about the kinds of tactics and strategies that can be used to take advantage of people and also those that can be used to help people think ahead and to consider consequences.	<p>This is an activity conducted in pairs, one of the two (B) is convinced about either a conspiracy theory or the benefits of a “new” financial scheme or idea. The other person (A) takes on the role of someone that is concerned about B and wants to gently persuade them away from either losing money or becoming dangerously isolated.</p>
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<p>scheme is that if you don't have enough money to invest, the organisers will teach you how to take a bank loan out to get it. You are very excited, and already making plans.</p> <p>A: You know B quite well, you used to hang out together but have slightly lost touch. A couple of years ago you very nearly lost some money when you were almost persuaded to invest in some shares. The company went bankrupt, and the main organisers ran away with lots of money. You learned a lot from this "narrow escape".</p> <p>3. Once they have been given this information, each group are given the following instruction:</p> <ol style="list-style-type: none"> A's as a group reflect on your 'lucky escape'. Think about the sorts of things people might have said to get you to invest in the 'suspicious' investment. Make a collection of phrases and sentences that might be useful in helping someone think carefully before taking a risk. These can be written down. You will soon meet your B and your task is to (if needed) use your experience to help them. B's as a group sit down and discuss reasons why you should invest money or borrow it to be involved in the new scheme. Think of arguments for it and think of phrases and sentences you could use to encourage others to get involved. These can be written down. 		
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<p>They will soon meet their A and the task is to convince them of the scheme and possibly get them to take part.</p> <p>4. When the groups are preparing, you can ask some questions to help stimulate their response:</p> <ol style="list-style-type: none"> A: Do you have any personal experiences, or have you heard something that could be used to help yourself and others properly think through offers and invitations. B: What are the sorts of things that make people join a group or get involved in something new? <p>5. After ten or so minutes ask the group to move around the room and greet other people and engage in small ‘hello how are you?’ chats.</p> <p>6. Then ask each A to find their original B partner. Explain that they have not seen each other for a couple of years, but they used to be friends. When they meet, they must have a conversation where each will try to “help” the other, and get their needs met.</p> <p><u>Processing Questions:</u></p> <ul style="list-style-type: none"> At any time did you feel you might want to change your mind? Would money allow them to meet their needs? 		
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<ul style="list-style-type: none"> • What other means or strategies of engagement did B's try? • What behaviours are 'hard to resist'? • Is it possible to challenge someone in a way that does not make them feel "stupid"? • How can we use some of the skills we have explored in real life situations? • Sylvain has often said that you need to find out who is really benefitting from a scheme or conspiracy before you get involved. How easy is this? <p><u>How it relates to Sylvain's story</u></p> <p>Sylvain now dedicates his life to helping prevent people from becoming victims of fraud. He has learned many things because of his involvement with the movement and now uses his knowledge, experience and understanding to protect people against manipulation and financial abuse.</p> <p>He says: "I decided to help others that had been trapped by the profiteers and the gurus, I wanted to help others wake up, so they didn't follow the same path as I did".</p> <p><u>Variations:</u></p> <p>The format of this activity could also be used to explore other dynamics. For example, instead of an investment scheme, B could be involved in (for what</p>		
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<p>they think are the right reasons) spreading false and dangerous information about public health, in a group that wants to break away from society because doomsday is coming, or in a group that thinks technology is brainwashing the world. In these instances, A would take the role of a concerned friend.</p> <p>In addition, if there is time, the roles can be reversed.</p>		
<p>Watch the clip <i>It's not the institutions which are problematic sometimes, it's the individuals</i></p> <p>Duration: 5 minutes</p> <p>Resource: Prezi slide w/ video</p> <ol style="list-style-type: none"> 1. After finishing the <i>Thinking for Yourself: Resist the Con</i> exercise, show the group the short clip of Sylvain. 2. This clip sees him reflecting on how people become engaged in money making schemes, and how the people selling these 'secrets' are actually only in it for the money they get from selling their CD's. Sylvain encourages people to think about who will really gain out of partaking in these sorts of events. 		<p>This film clip is useful to show after and in relation to the <i>Thinking for Yourself: Resist the Con</i>.</p>

PARIS IN THE THE SPRING.

Name.....

For this test you will be given some tasks to complete. A variety of tasks are written down
You will need a pen.

1. Write your name in the top right hand corner of this paper.
2. Below your name write today's date.
3. What is your favorite type of music?.....
4. What is the capital of France?
5. How many planets are there in our solar system?
6. Circle all the animals that are mammals.

Dog	Shark	Otter	Dolphin	Stingray	Bat	Tortoise
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7. Complete this calculation: $7 \times 3 \times 10$ divided by 2 =
 8. In the top left hand corner of this paper, draw a flower.
 9. Now tear that flower off.
 10. Write down the name of your favorite food.
- Now that you have read the tasks only complete 1 & 11.
11. Hand in this sheet to the teacher.

Annex 3 – Not the full picture:

Image 1 : UFO clouds

Source : https://nightsky.jpl.nasa.gov/news-display.cfm?News_ID=597



Image 2: Lifeboat Jackets

Source: <https://www.cbc.ca/news/canada/montreal/life-jackets-quebec-city-art-1.6515222>



Image 3: Dog on a roof

Source: [How elderly couple survived Lismore's record flood inside their roof - ABC News](#)



Image 4: Ice hockey

Source: <https://www.aljazeera.com/gallery/2022/2/13/photos-protests-in-ottawa-swell-as-us-border-blockades-continue>



Image 5: Kneeling

Source: https://www.theguardian.com/world/2022/feb/12/protesters-defy-order-to-clear-bridge-connecting-canada-and-us?CMP=Share_iOSApp_Other



Annex 4 – Mushroom

Image of a toxic mushroom





¹ Max-Neef, Manfred A. *Human Scale Development : Conception, Application and Further Reflections*. New York :The Apex Press, 1991.

Some reports have come in from a middle-class suburb north of the city. The area, due to its quiet leafy parks and small lakes, is popular with older people who often retire there. It is not an old people's community, but there is perhaps a higher percentage of older people here than in other parts of the city.

The police have been contacted because some residents have raised concerns about recent events. A man called Noah Morin first contacted the police a month ago. A month or so later, after a conversation with a neighbour (Sarah Gagnon) Noah contacted them again.

The following is taken from notes made by an officer who visited after the second call:

Mr Morin first contacted us two months ago, and he reported that he had seen on more than one occasion the same pair of men, probably in their 30s. They were wearing dark suits and looked "professional", apparently. They were first seen driving around the neighbourhood in separate cars (both new hybrid cars, Cadillacs), looking at properties and occasionally leaving their vehicles to deposit leaflets in mailboxes. They appeared to be acting swiftly and "looked around as if guilty".

A week or so later, the men reappeared, again, just as it was getting dark, this time in the same car, and they were seen knocking on doors and having conversations on doorsteps. Mr Morin noticed that it seemed only to be the houses of the older neighbours that were visited. Over the course of a couple of evenings Mr Morin saw the two men enter three separate houses, one belonging to a Mrs Gauthier who Mr Morin does not know very well, but does know is in her 80s and uses a walking aid. Last week, Mr Morin noticed that three houses, including Mrs Gauthier's had 'For Sale' signs on their lawns.

Mr Morin decided to call the police again after having a conversation with his neighbour Sarah. Sarah mentioned the two men she had seen in a conversation at the local store. She asked Noah if he had seen them, he said he had, and they began to compare notes. It turns out the men had knocked on Sarah's door asking for someone (a retired train driver) who used to live there, and they seemed disappointed when Sarah told them he had moved away three years ago. They said goodbye and left. They did not leave a business card. This raised Sarah's suspicions, and later in the evening, whilst she was walking her dog Coco, she noticed the two men looking at papers inside a car, they were laughing, and when they saw her "drove away quite quickly". Sarah is pretty sure that one of the men used to work in a local bank, but she has not seen him there for six months. Sarah told him that she had seen the two men again in another part of the neighbourhood, and a friend of hers told her that there had been some incidents of theft from people's houses, cash, and jewellery.

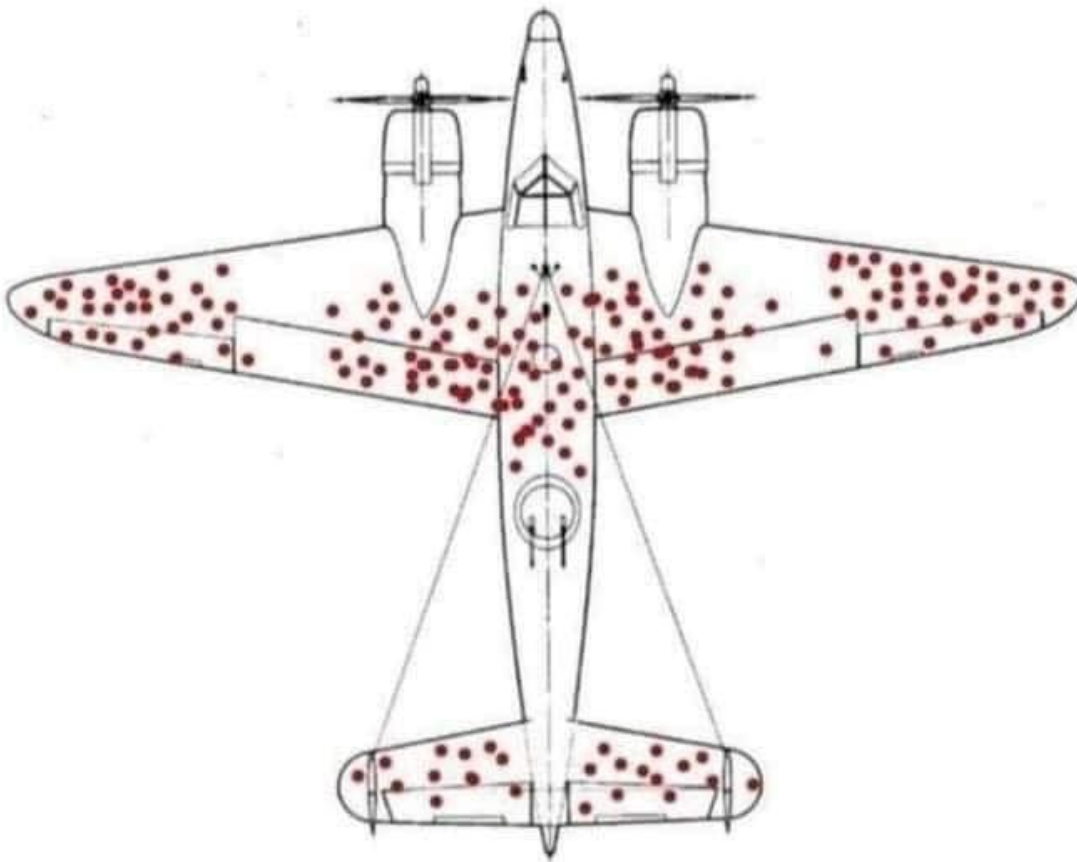
The other day, when he came home, Noah Morin found a leaflet in his mailbox advertising an investment scheme and inviting people to a meeting at a local business centre. He was reminded of the two men and decided to go and check on Mrs Gauthier, but she was not home. He checked her mailbox and saw that it had not been emptied for a few days. A window appeared to be slightly broken.

Other possible explanations for Making the News story:

- The two men belong to a church and are recruiting or advertising some events which are coming up.
- The two men are part of an organisation that is warning people about 'rogue' traders who are selling on the doorstep poor quality goods.
- The two men are insurance salespeople, estate agents, or selling winter vacations in Florida.
- The two men are journalists from CBC Montreal, and they are looking for older participants to take part in a documentary about 'Changing Times'.
- They are police officers, fire safety officers, health workers, doing random check-ups.

These are just a handful of possibilities; others can be explored with the group at the close of the activity.

Image of plane:



Further Information:

During World War II, fighter planes would come back from battle with bullet holes. The Allies found the areas that were most commonly hit by enemy fire. They sought to strengthen the most commonly damaged parts of the planes to reduce the number that was shot down.

A mathematician, Abraham Wald, pointed out that perhaps there was another way to look at the data. Perhaps the reason certain areas of the planes weren't covered in bullet holes was that planes that were shot in those areas did not return. This insight led to the armour being re-enforced on the parts of the plane where there were no bullet holes.

The story behind the data is arguably more important than the data itself. Or more precisely, the reason behind why we are missing certain pieces of data may be more meaningful than the data we have.

There is a small town in Texas which is surrounded by wide open spaces, and small valleys and hills. It is a ranching and farming country. Many years ago, a shooting competition was set up by a cattle rancher called Lawson James. Lawson had been annoyed that so many people were shooting each other that he wanted to find a way for bullets not to end up in people, and one afternoon, as he was walking home from the funeral of a friend, he had a bright idea. His farm was on the top of a small hill, and as he walked up towards it, he was distracted by the sound of a duck in the air above him. His eyes followed it as it flew towards his barn. Something was not right.

The duck flew right into the side of the barn and fell to the ground (his daughter you see had painted a picture of a lake surrounded by trees on it).

Lawson ran over, thinking he might have an easy dinner, but before he got there, the duck, a little dazed, gathered itself and flew off back in the direction from where it had come. This got Lawson thinking. Why not encourage people to shoot barns and not their neighbours? And this is how the barn target six shooter competition was born. Over the years, it had become very popular, in fact too popular, so much so that places are limited.

Contestants shoot at six targets on their barns, and the shooter who gets the closest to the centres wins a big prize. The prize has been getting bigger and better every year. In order to make the competition fair and of high quality, judges are sent around to approve those who want to compete. When the judges get to the barns to check, they find that all of the targets have been hit, some right in the middle and some just off centre, but still in the target.

When the judges visit the shooters, the smell of gun smoke is still in the air.