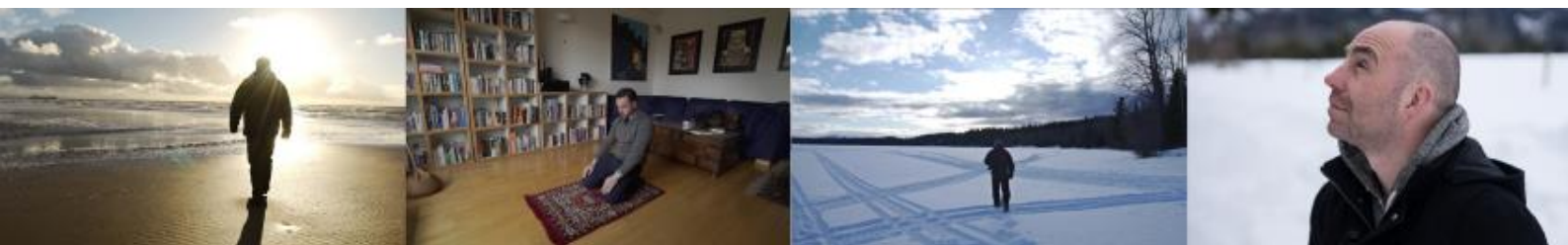


# Extreme Dialogue Facilitator Guide



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



Tim Parry  
Johnathan Ball  
**Peace Foundation**

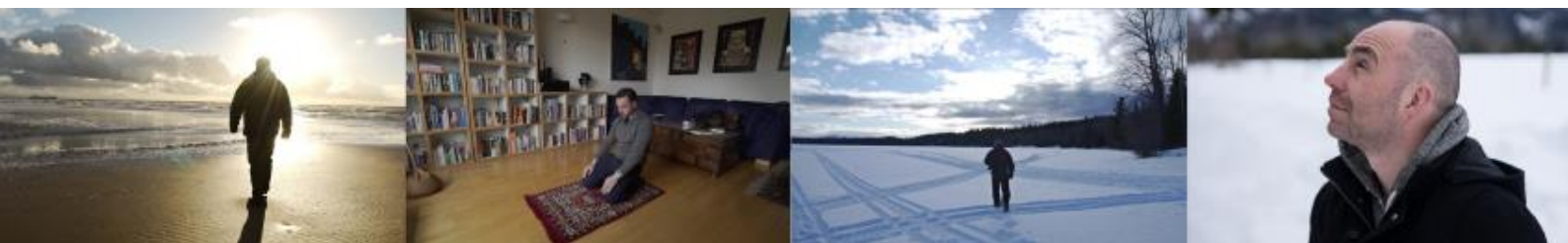


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# Who is this Handbook for?

This handbook is **for teachers, youth workers, community workers and anyone responsible for or interested in delivering work to prevent or counter extremism, polarisation, and marginalisation to young people.** This handbook provides an overview of the pedagogical approaches that the Tim Parry Johnathan Ball Peace Foundation takes to work with these phenomena. Based on more than 20 years of practice, we have developed and honed an approach for working with young people and communities to **‘hold difficult conversations’** around sensitive topics such as prejudice and extremism. Recognising that these themes require robust engagement, we do not shy away from these conversations, instead engaging in a way that confronts and tackles them with an eye on sensitivity and engagement.

This handbook gives insight into what has helped shape our approach to the educational resources within Extreme Dialogue. We aim to give the would-be facilitator **the knowledge to feel confident** in delivering this material. This handbook is intended to supplement the education resources, which contain comprehensive learning objectives, teaching points and delivery instructions.

# What is Extreme Dialogue?

Extreme Dialogue is a ***unique series of short films and open-access education resources*** that aims to reduce the appeal of extremism among young people, and offer a positive alternative to the increasing amounts of extremist material and propaganda available on the internet and social media platforms. Extreme Dialogue encourages safe, constructive discussions around extremism and radicalisation in educational or community settings in the UK, Canada, Germany and Hungary.

A series of short documentary films tell the ***personal stories of Canadians and Europeans profoundly affected by extremism from across the ideological spectrum***: a former member of the extreme far-right in Canada, a mother from Calgary whose son was killed fighting for ISIS in Syria, a youth worker and former refugee from Somalia, a former member of the Ulster Volunteer Force (UVF) whose father was killed by the IRA, a former member of the now banned UK Islamist group al-Muhajiroun, a Syrian refugee now living in Berlin, a member of a Roma community in Hungary targeted by far-right demonstrations, a former subscriber of the 'Freemen of the Land' conspiracy group, and, a founder of the Anti-fascist League of Montreal.

The films are accompanied by a set of educational resources that can be used with young people in classrooms or community settings and are intended to build resilience to extremism by ***creating a safe space for debating controversial issues and enhanced critical thinking***. They also aim to give teachers and those working with young people the confidence to manage active discussions about contentious and sensitive subjects. These resources include Prezi presentations and practitioners' resource packs and are available via the "[Educational Resources](#)" pages on our [website](#). All films and resources are freely available online on the project website in English. Resources are also available in French, German and Hungarian, and the films are accessible in British Sign Language (BSL) on request. Please email us on [info@extremedialogue.org](mailto:info@extremedialogue.org) for further information.

Extreme Dialogue also provides ***training and delivery guidance*** around the use of the films and resources with young people, in order to give teachers and other youth practitioners the confidence needed to enable debates about sensitive issues.

Co-funded by the Prevention of and Fight against Crime Programme of the European Union, Extreme Dialogue has brought together partners the [Institute for Strategic Dialogue](#), film-makers [Duckrabbit](#), and the educational charity and NGO [The Tim Parry Johnathan Ball Foundation for Peace](#) and the [Centre for the prevention of radicalization leading to violence \(CPRLV\)](#). Extreme Dialogue's expansion into Europe is supported by project partners [West London Initiative](#) in the UK, [Cultures Interactive](#) in Germany and [Political Capital](#) in Hungary.

# Extreme Dialogue – Why We Need It

## What's the challenge?

The reasons people are drawn toward extreme groups and violence are plentiful and varied—ranging from a desire for status to a need to satisfy a grievance. Those drawn towards these groups do so because they feel that those involved in such groups or causes share a common bond, a common understanding, and a sense that the solutions to their perceived problems can be found or justified with and through these groups.

Black and white, 'us and them' thinking, single story narratives about 'the other', mistrust, alienation and dehumanisation are typical symptoms of the distance that can occur and become entrenched. If left unchecked, they can become attitudes that justify and advocate violence.

## Why do we need Extreme Dialogue?

We realise that extremism is a highly complex subject. It gets huge attention in the press. And we know from experience that teachers, youth workers and parents can be nervous talking about issues as sensitive as extremism. The films and education resources therefore provide tools for teachers, youth and community workers, and others working with young people *to open up vital discussions around extremism with young people in a safe and structured way.*

- These *conversations are already happening* among young people, both online and offline, but they are often peer-to-peer and take place without a responsible or knowledgeable adult present.
- It is *impossible to completely shield young people* from exposure to extremist messages, images and videos, whether online or in the media.

Extreme Dialogue is *not intended to de-radicalise* someone who already holds extreme views. We realise that short films and classroom sessions are unlikely to turn someone already headed down this path around. The project is instead about prevention, getting in there early before extremist messages do, in the same way that we educate young people on other safeguarding issues such as alcohol, sex, drugs, domestic violence or FGM. Our aim is to support you in protecting those under your duty of care from harm.

## Theory of Change

Extreme Dialogue is aimed at responding to the phenomenon of radicalisation, extremism and polarisation and support young people to develop their own capacities to respond to these challenges. We want young people to be involved in these conversations.

The response of the project in order to facilitate this is to:

- Provide an opportunity to meet with 'the other' through video testimony, and with their peers in the groups they are going through the process with. It's a space in which they can hear from those they may not normally engage with.
- Provide an opportunity to reflect on the realities and consequences of these themes, of engaging in violence justified by various ideologies.

In order to do that, we provide a safe and stimulating space to dialogue about difficult themes. We do this through firstly the videos of the individual stories and experiences, followed by a series of participatory activities, exercises and discussions, which provide learning opportunities to experience and understand these themes and go deeper into dialogue.

The films use important stimulus telling stories that offer meaning and connection. The voices of former perpetrators reflect the realities of violence and the consequences of the choices made. Victims and survivors share their pain, but also their perspectives as those who were unable to influence the events that so dramatically affected and continue to shape their lives.

The educational resources that accompany the films are structured in a way that seeks to enhance the learning experience of the viewing audience. By providing learning exercises which draw on the themes raised in the films, the sessions are designed to help participants experience and understand these themes, therefore bringing real meaning to them and their lives.

To successfully draw people away from extremism, we must use dialogue. To paraphrase Albert Einstein, ***"A problem cannot be solved in the frame within which it was created"***. The desire to counter and correct those with whom we disagree, or are different from, can often be overwhelming. We do, however, know that such responses entrench and alienate. They take us further away from our objective to engage, persuade and connect.

How do we break this cycle? We believe that we must listen and listen harder, providing places and spaces where people can encounter 'the other', abandon assumptions and allow for critical and meaningful dialogue, whether through film or in real life, or preferably both. Our resources aim to help achieve this.

# Extreme Dialogue: Films

- Young people today can easily recognise spin and stage-managed content. Extreme Dialogue therefore uses the *stories of real people impacted personally by extremism*. The *integrity and authenticity* of our film subjects is central to Extreme Dialogue. People are complex and shouldn't be presented as simply one-dimensional 'victims' or 'extremists' so the films are *raw and unscripted*. Film subjects are simply asked to tell their *own story in their own words*.
- In the same way that extremist propaganda makes an engaging, emotional appeal to young people, the Extreme Dialogue films are *intended to evoke an emotional response* and raise as many questions as they provide answers. The main films are therefore designed to be *engaging, create interest in the subject* matter, and act as a *starting point for discussion*. Various issues surrounding extremism (including warning signs, recruitment, propaganda, ideological constructions, de-radicalisation, violence and the impact of extremism on relationships, family, the community and society) are then explored in more depth within the educational resources. There are also three additional interview films for each Canadian film subject that provide additional depth to their stories.
- For older pupils or university students the films can be used without the resources to spark discussion or to supplement learning on the topics they cover. The films have been used in a variety of alternative contexts, including in a day long workshop on extremism at an academy in the UK, as well as in PhD tutorials in Canadian universities to supplement academic literature on radicalisation. The films have also been used as training aides for education practitioners and other frontline workers, in addition to with older students in a peer to peer context.



# Extreme Dialogue: Resources

## Who are the resources for?

The educational resources are built around the films and housed in the Prezi presentations on the “[Educational Resources](#)” pages on our [website](#). The presentations are accompanied by comprehensive “resource packs” which are also available on the website. The Prezis and accompanying resource packs work by chronologically providing a series of activities and group exercises, images, audio quotes and additional interview films (for the Canadian stories) to compliment the films.

The resources are aimed primarily at young people aged 14-18 years in educational settings (both formal, such as schools, and informal, such as youth groups or community settings). Whilst these may be the primary age groups, the resources can also be used with audiences who are older or perhaps even a little younger depending on their maturity levels, group size and levels of support. The resources, or individual exercises within them, 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 do the resources aim to do?

The resource packs aim 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.

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

The resources aim to develop young people’s **educational, psychological and social understanding of extremism** by:

- Increasing young people’s **knowledge and understanding of extremism** and its roots, including ideologies;
- **Challenging myths and misconceptions** held around individuals and groups;
- Increasing contact with individuals and stories ‘behind the headlines’, **building empathy and association and encouraging the exploration of shared values**;
- Evaluating **why individuals become motivated to join extreme groups** and commit violence;
- Analysing the **consequences and effects of extremism**;
- Developing the skills to **think and assess content critically both online and offline**;

- Considering **how young people can be involved in influencing and affecting change**.

In addition to building resilience against extremism in young people, Extreme Dialogue aims to **support the professional development** of teachers and others working with young people in this context. The lesson plan format of the resources guides teachers in facilitating dialogue on difficult topics through a familiar structure without needing expert knowledge. The goal here is to **build and enhance the confidence** of those dealing with these issues in the classroom.

Extreme Dialogue also aims to **improve the broader safeguarding abilities** of teachers and others working with young people. By covering topics such as radicalisation processes, the films and resources are intended to increase the knowledge and confidence that teachers and others working with youth need to be able to effectively protect those under their duty of care from harm.

## How do they achieve these aims?

Exercises and activities are deliberately participatory to maximise involvement 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 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 types of exercises:

- **Questioning and explorations** – to enhance participants' own emotional literacy and responses to content, and to share different perspectives and viewpoints.
- **Narrative exercises** – setting the record straight (e.g. 'Daniel thought this – the truth is...').
- **Problem solving** – exercises to be delivered or carried out in 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 Involved'** – what can you do? Exercises to explore the next steps for individuals and communities and consider practical steps to achieving positive change.

# The Peace Foundation's Approach to Extreme Dialogue

The Foundation employs a very distinct approach to working in the field of conflict resolution and peace building which is based on ***equality, engagement and understanding***. These same principles are applied in the delivery of work to prevent extremism.

In order to reach a point where people are ***willing and able*** to come together to transform situations of negative conflict into a positive opportunity for change and growth, there must be a period of understanding – ***the examining and understanding of their own expectations and needs; and the awareness and understanding of the perspectives and needs of the 'other'***.

This can only be achieved when groups and/or individuals feel that they are being ***treated fairly and have the equality of opportunity to have their voices heard***. As such, the Foundation strives to work with and engage people from both sides of a conflict and to structure programmes which provide opportunities for participants to:

- Develop positive working relationships
- Feel valued and respected
- Feel safe and supported
- Step outside of their comfort zone
- Share their views, opinions and experiences
- Listen to the views, opinions and experiences of others
- Be challenged
- Challenge others constructively
- Inform their own learning journey
- Resolve their own problems

With that in mind, the Extreme Dialogue workshops have been constructed to enable participants to experience this approach to learning. The educator or 'facilitator', as we refer to them in the resource packs, are encouraged to engage the group using inclusive and participatory methods and language. Open questioning is a strong theme throughout and is deliberately used to maximise engagement and exploration. The aim is not to 'teach' the groups about what they are experiencing or to force a transaction that may not be occurring. The aim is to provide opportunities for engagement, and recognise that this will happen on different levels for different group members. In doing so, it will empower participants to feel listened to, involved and validated.

# Delivery Guidelines

The facilitator should have ***reviewed and be familiar with all aspects of the films, presentations and resource packs that they plan to use*** prior to delivering the session. Any extra materials required should be prepared in advance and AV equipment and technology should be tested to ensure smooth delivery of the session. This is especially important for shorter sessions where any lost time will impact upon the effective and safe delivery of the films and resources. If you do experience any technical difficulties with the films or resources then please do not hesitate to contact us on [info@extremedialogue.org](mailto:info@extremedialogue.org).

## Resource Delivery Guidelines

***Each complete resource contains up to 3.5-4.5 hours of content, activities and exercises.*** It is recommended that all sessions and sections of the Prezis and resource packs are undertaken with groups in full in order to maximise the learning possibilities available.

We do however recognise that this may not always be appropriate in certain contexts or with certain groups or even possible where there are constraints on time. The ***resources have therefore been designed in self-contained modules to enable flexible but safe navigation*** through them. This provides facilitators with the option of teaching a module a week over the course of a fixed term if this fits better with the curriculum in a school environment. However, please do not cut and paste resources or create separate versions. The resources have been created by educational specialists with safety in mind and changing them creates the danger of a lack of context.

Similarly ***the timings*** given for each activity or exercise are intended as guidelines only and some facilitators may wish to shorten or extend the open discussions or other aspects of the activities and exercises depending on the context, group or time constraints.

Extreme Dialogue's resources are used in a ***variety of curriculum friendly contexts***. Our pilot project in the Foundations for the Future Charter Academy in Calgary used Daniel's Story across the course of a term, with an hour per week in the social studies lessons of students aged 14-18. Cranford Community College, London, is currently using both of the UK stories with 14-15 year-olds in Personal Social and Health Education (PSHE) classes for an hour every week. The films and resources are ultimately structured to provide flexibility that enables facilitators to adjust their delivery in line with their needs.

## Delivering an interactive learning journey

A helpful way to approach planning and delivering an Extreme Dialogue session is by thinking about the learning journey as a hiking trip.

An interactive learning journey is a programme of linked interactive learning experiences that can be seen a bit like a hiking trip. Participants might have different walking experiences. The trip will be planned and stewarded by guides who know the route well but will also be open to new situations and surprises. The guides will plan the route with the needs and capacities of the walkers in mind. They will consider the hike in advance and prepare (as much as possible) for those participating. They will take the equipment they need and think about safety and comfort. While there will hopefully be challenges, the guides will want those taking part to enjoy the experience and be keen to repeat it. Before the walk, they will prepare hikers, so they know mostly what to expect. If there is an injury, they will not only take care of it but see that after the walk, the injured person is pointed in the right direction for follow-up care. During the hike, it might be necessary to change the itinerary for safety and learning reasons.

## Delivering Extreme Dialogue: A meal

Another way of thinking about and planning for delivering an Extreme Dialogue resource is to regard it as a meal. Of course, the time we have for eating can vary, so sometimes we may have a snack, sit down to a nice meal, or, if lucky or hungry, have more than one course.

Let's imagine we will have time to have a more substantial meal. The workshop activities set out here can be seen to have parallels with different courses. Starter activities: these set the scene for what is to follow and get the 'appetite' flowing. In the same way, a starter may echo flavours of what is to come or compliment a meal; the introduction or 'starting activities' help get learners ready to engage with the process. They may hint at themes and help establish the platform for learning. For example, if the main exercise requires expression about a difficult topic, the 'starter' might encourage sharing ideas about less contentious subjects; it gets the participant ready.

Main courses are where the bulk of the nutrition is consumed, they may have several distinctive components, but they are all on the same plate. In the same way, main exercises offer a variety of experiences, but within the context of a game or activity, the different elements provide a rich, fulfilling experience. Choices about main courses can vary depending on taste, needs and even things like allergies (which mean that not all meals are for everybody). Needs and capacities inform the selection of the main course. **If you don't have much time to dine, don't order too much.** Additionally, people may be exposed to new things and may not usually try a particular type of food. Workshops offer new experiences in safely manageable portions.

When a meal is coming to an end, people often have dessert, the flavours and sensations are quite different to the main meal, and often direct nutrition is not the primary objective. The idea is to close the meal pleasantly and reassuringly. Closing activities can be seen similarly; they offer a different experience from the main activities and leave participants with a pleasing and ‘comforting’ sensation. This way, learners experience a more useful closing of sessions; they are eased back into the rest of their day or week and have a positive feeling about the work.

## Film Delivery Guidelines

- The facilitator should have ***assessed the suitability of the film(s)*** by viewing them in advance, and should be familiar with the content.
- The Extreme Dialogue ***films should always be properly introduced*** with either the safety slides in the Prezis or a similar briefing. Providing a trigger warning is crucial in case there might be parallels between the life experiences of any pupils and the content of the films.
- ***Do not describe or outline the content*** of each story in detail beforehand. Instead allow the film subjects to tell their own stories.
- ***Allow some time immediately after the film finishes*** for students or participants to absorb the story and reflect on it (approximately 30 seconds or until they begin to talk amongst themselves).
- The versions of the films in the Prezis have had any ***expletives*** removed. However there are uncensored versions on [YouTube](#) should a facilitator decide (depending on the particular group and the age of participants) to use them.
- The ***Canadian interview films*** have distinct ***shorter segments*** signposted on YouTube in each video description. These segments can be used independently to highlight a particular issue (warning signs, recruitment, propaganda, ideological constructions, impact on relationships and family, de-radicalisation, and violence) but again these should be introduced using the framework provided for that film in the resource packs.

# Effective Facilitation for Extreme Dialogue

When facilitating the Extreme Dialogue workshops, there are some approaches that, if adopted, may help to maximise how effectively you work as a facilitator with your groups. The following provides a list of approaches and methods that we think could be useful:

- Try to ***work in pairs***. While one facilitator is leading an exercise, their partner can get involved as much as they can to help encourage the other participants, and keep an eye on individual and group welfare.
- Remember you ***do not need to be an expert in a specific field***. It is perfectly appropriate to say “***I do not know, but thank you for asking, I will try to find out***”.
- ***Interactive and non-formal learning*** frequently has ***no specific outcomes***, but ***tries to encourage open conversation*** about important issues.
- The ***job of the facilitator*** is ***not to leave the group with one set of ideas***. It is important that each participant has had ***the opportunity to express their thoughts*** and to have ***heard and understood those of people*** joining them on the process.
- The role of the facilitator is to ***use exercises and activities to guide groups through a process*** and ***make links to their daily lives and challenges***.
- Sometimes ***some*** of those taking part ***will have more vocal and expressive energy than others***. Make sure that this is ***supported, but not allowed to take focus away from other students*** who may require more encouragement to express their thoughts.
- A ***safe learning process*** is ***more important than maintaining a pre-planned prepared schedule***. Be prepared to pause or delay a process or activity in order to maintain safe engagement.
- ***Encourage and include everybody*** with equal energy and attention.
- ***Each stage of the work should be explained*** to those taking part. Do not be afraid of repetition, sometimes participants do not get information the first time. This does not mean that every stage is described in detail (some elements must keep the value of ‘surprise’).

- ***Start each new session or engagement with a reminder*** of what you did the previous time you met, so that your encounters are linked and the meaning is not lost.
- If you ***decide to change the mode*** (the style of activity or the mood) and bring sessions to a positive closure, ***explain what you are doing***.

Here are some useful phrases:

- ***“We have had some strong feelings in the room, we are going to move on now”.***
- ***“We may return to these things, but we will now leave them for a while”. “This next exercise is going to help us move into a different area.” “We may come back to this next time, but we are going to bring this session to a close.”***
- ***Make yourselves available as facilitators after the sessions***, some participants may wish to have a private conversation. With this in mind, if possible bring sessions to a close slightly earlier than your allotted time slot.
- It may also be a good idea for you to ***reach out to the parents of the group*** before the start of the sessions due to the nature of the topics covered. This could take the form of a letter sent home to parents that briefly updates them on what the group will be learning and offers them contact with you should they have any questions or concerns.



# Facilitation Styles

These styles are not exclusive. They can and should be used depending on context, and bearing in mind changes that can take place during the learning process. Different responses to the material require flexibility and the need to switch style to maximise engagement.

## **The Neutral Facilitator**

The neutral facilitator shares no personal view at all and is solely focused upon facilitating dialogue and discussion between participants, imparting no thoughts or suggestions whatsoever.

e.g. *“What do you think?”*, *“How do you want to respond to that?”*

## **The Balanced Approach**

The facilitator adopts a balanced approach and offers a range of views, including ones that they don't hold personally, in order to present a variety of thoughts and opinions which can then be explored by the participants. This provides them with opportunities to identify and express their own views.

e.g. *“Have you thought about...”*, *“If you agree with X do you then also agree with Y?”*

## **Challenging Consensus (‘Devil’s Advocate’)**

Within this facilitation approach the facilitator will deliberately adopt a position which opposes the views widely expressed within the group in order to challenge consensus, provoke response and to advocate for voices not in the room.

e.g. *“What if someone said...?”*, *“Do you know about...?”*

## **Stated Commitment**

This style of facilitation allows the facilitator to make their personal views known so as to challenge a strongly one-sided argument. This needs to be managed carefully and used appropriately to ensure that participants do not become alienated by a facilitator who adopts a very one-sided stance! Remember to keep an element of impartiality.

e.g. *“In my experience I have found...”*, *“A lot of people that I have spoken to have said...”*

## **Naïve Facilitator**

A naïve facilitator uses a supposed lack of knowledge or understanding about a certain question or topic to encourage participants to ‘teach’ the facilitator. Using this approach, facilitators can select to attempt to complete an activity but deliberately fail or have difficulty in achieving it so that participants take over to demonstrate more effective methods of completing the task.

e.g. *“I haven’t heard of that, tell me more about it”*, *“What do you mean by...”*

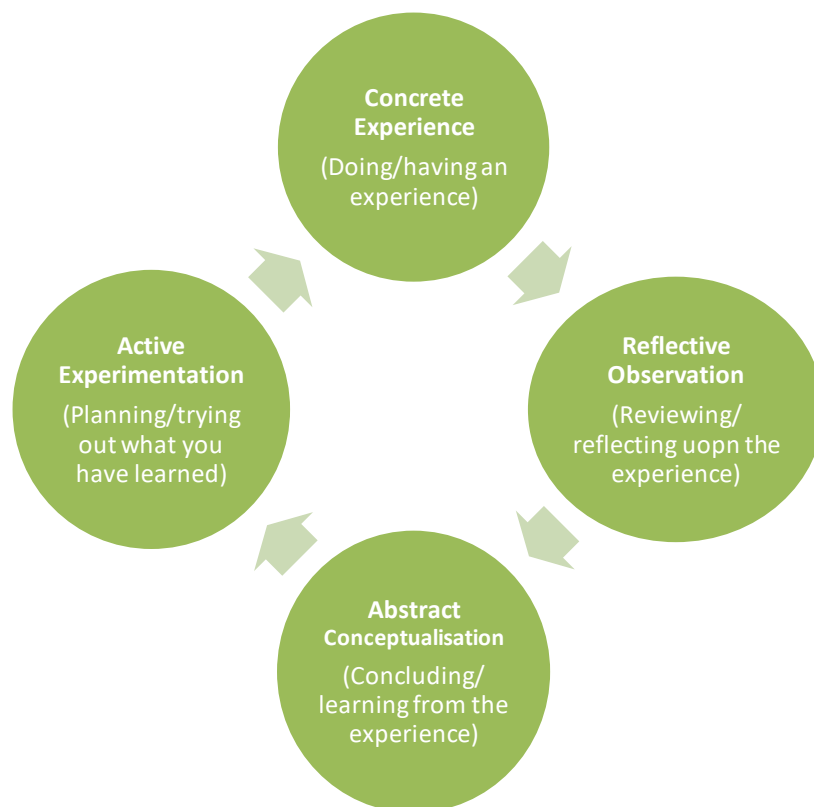
# Facilitation Methods

The Tim Parry Johnathan Ball Foundation for Peace uses a range of facilitation methods to make the learning accessible for all participants regardless of their individual needs or learning styles.

In keeping with our pedagogical approaches, we place emphasis on the value and importance of ***experiential learning***, to help make active experiences become powerful learning tools.

As a result, many of the Foundation's activities are undertaken with the learning model of educational theorist David A. Kolb in mind, who stated that ***“learning is the process whereby knowledge is created through the transformation of experience”*** (1984).

Kolb's experiential learning cycle clearly identifies the key learning stages incorporated into many of the Foundation's more practical sessions and activities:



You will notice that in many of the exercises and activities contained within the Extreme Dialogue resource packs, participants are encouraged to play a game or engage in an activity (Concrete Experience). Afterwards, the group are asked a series of questions about what happened and how it impacted the group (Reflective Observation).

Then the group are asked about certain aspects, such as impact: ‘what do you think the consequences might be if...?’ ‘What would happen if people always did X...?’ And so on (Abstract Conceptualisation). Finally, the

workshop will often feature follow up exercises or activities that can provide an opportunity for the group to personally shift their thinking, or to try problem solving, for example, in a different way (Active Experimentation).

An example of this is in the German resource for Jimmy where the group are invited to revisit the list of 'Words' for a second time. On the first occasion, they may have attached descriptors to the 'words' that are based on assumptions, limited information, and so on. The second time around, having 'met' someone with all of those labels through the film, they are able to revisit the exercise and have the opportunity to change their mind and their labels, should they wish. This is an opportunity for active experimentation based on their new learning.<sup>1</sup>

## Challenging Negative Behaviour and Attitudes

The key to our approach is the building of trust and relationships whilst retaining impartiality. This becomes especially relevant when challenging negative behaviour, views and attitudes.

The Foundation strongly advocates for *inclusive processes* which are based upon *non-judgemental* interactions and approaches. At times participants may use language or express ideas which are counter to the ethos (e.g. using racist terminology or being in favour of violence). At such times, the focus remains on trying to *engage and persuade*, and not to outrightly condemn the individual. A distinction is made between the *behaviour or attitude* (which are challenged) and the *individual* (who we try to engage). To that end sanctions are rarely used, and if they are the purpose is to continually provide a safe environment for all, enhancing responsibility not punishment.

Traditional methods of managing conflict and challenging behaviour are typically used in schools and other establishments as 'tried and tested' approaches, focusing on identifying those in the wrong and then using punishments in order to deter similar negative behaviour. This approach can result in the disengagement of individuals who may believe that they have not been included or understood. They may feel they have been treated unfairly. Additionally, for some participants, being excluded is the easy option as it causes engagement and challenge to stop. Our inclusive approach strives to continually reach those participants who have found themselves in the habit of using self-exclusion or negative behaviours to avoid learning opportunities.

What follows are UK examples of expressions of strong positions or the use of insulting and divisive terminology, followed by suggestions for useful responses. You should consider testing examples you may come across in your own contexts or countries, thinking about what might be said and how you can respond in a way that engages, rather than alienates, but still challenges the behaviour constructively. You can do this by filling out the boxes below:

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<sup>1</sup> David A. Kolb, *Experimental learning: Experience as the source of learning and development* (Boston, MA, United States: Pearson FT Press, 2014).

## **Statements that make a sweeping generalisation about a particular group**

e.g. “All Muslims are terrorists’ or ‘They should go back to where they came from”

Useful responses:

*“What makes you say that?”*

*“How many people from that group have you spoken to/met?”*

***Domestic example:***

***Useful responses:***

## **Inappropriate words or terms**

e.g. ‘Paki’, ‘He’s taking the mick’, ‘She’s a slag’

Useful responses:

*“Do you know where that term came from and what it originally meant?”*

*“Do you know why people stopped using that word/why it is unacceptable these days?”*

***Domestic example:***

***Useful responses:***

**Offensive comments about a particular group**

e.g. ‘All white people are racist’, ‘You can’t trust travellers’

Useful responses:

*“How do you know that?”*

*“That’s not my experience of xxx group.”*

*“It’s difficult when people talk about groups in that way as it just helps to reinforce unfair and untrue stereotypes which aren’t helpful.”*

***Domestic example:***

***Useful responses:***

## **Comments which target an individual**

e.g. 'He's so gay', 'Tramp'

Useful responses:

*"What's your intention in making that remark?"*

*"How do you feel when people talk to you in a way that you don't like?"*

***Domestic example:***

***Useful responses:***

## **Other responses to difficult conversations and inappropriate remarks**

e.g. 'Here we go again', 'You can't say anything anymore!' 'I'm not racist but...'

Useful responses:

*"You're not afraid to say what you think which is a good thing, but have you thought what the effect of that remark could be on other people?"*

*"You obviously feel very strongly about this – can you tell me why?"*

*"Why do you think I am questioning what you're saying?"*

***Domestic example:***

*Useful responses:*

## **Additional Activities**

What follows is a series of activities, exercises and games used by the Peace Foundation in many of our group processes. You will find the write-ups below.

The activities, exercises, and games shared below vary in length, pace, and format. The exercises we have selected here are multi-purpose group work activities. Their formats lend themselves well to a number of different applications.

The last three exercises are offered as short format closing exercises. These are useful at the end of a process, or at the close of a session.

There are, in addition to the below, many other available sources for interactive group-based work that can be drawn upon, and we would encourage you to explore the full suite of resources, as some of the exercises and discussion formats included in other resources may also be useful for the groups you are working with.



## **Activity: Anyone Who | Time: 25-30 minutes**

### **Learning Objectives:**

- To warm the group up and to demonstrate how interactive activities can be linked to real life situations.
- To encourage the participants into the interactive mode (we learn by doing, and by reflecting on that doing).
- To provide participants with alternating opportunities to observe and take part.
- To allow the trainee facilitators an opportunity to engage in and observe an activity which produces different behaviours.
- To allow trainee facilitators the opportunity to collectively reflect on a shared experience.
- The activity places future facilitators in the middle and in a position of high focus.
- To allow facilitators an opportunity to discuss the social mechanisms based around avoiding isolation. For example, the amount of energy individuals use in trying to avoid being in the middle.
- With regards to the variations (previously prepared statements following on from the main instructions), the objective is to allow time and space for potential worries and concerns to be aired and shared.

### **Resources Needed**

- A room with enough space for a circle of chairs where the group can move around without obstacles. i.e. relatively safely.

### **Practical considerations for the facilitator (space, group readiness etc.)**

- Some participants may find themselves in the middle and not have anything to say; they may need to be reminded of the 'Party' rule (see point 7 of the instructions below).
- The game can get quite 'energetic'; it may be necessary on occasion to remind those playing that it is not American Football!
- Sometimes the qualities or aspects called out by the person in the middle can get stuck in a particular theme (based on clothing for example). If this happens the facilitator can ban that particular category.
- The facilitator may need to 'repair' the circle if a particular movement disrupts it.

### **Instructions**

1. Stand in the middle of the circle. Everybody else is sat down and there is no spare seat. The chairs do not have big spaces between them.
2. Explain that this is a moving around game and that everybody must be ready to respond at any one time.

3. Tell the group to be careful, and to look after themselves and the others playing.
4. Then tell the group that they are about to say something that is true about themselves, but that they will start by saying “Anyone who...”
5. Whoever has the same quality or experience must move to a different seat. Players are not allowed to leave their seat and go back to it, nor are they allowed to occupy the seat on either side of them.
6. The facilitator starts the activity off by saying “Anyone who...”, followed by something true about themselves.
7. If someone ends up in the middle and is unable to think of anything to say, they can simply say ‘party’ and this means that everyone has to move.
8. The movement gives opportunity for the facilitator to take a temporarily empty seat and sit in it.
9. This will leave one person in the middle, who will then say something true about themselves.
10. The facilitator will then allow the process to continue so that enough activity has been witnessed.

### **Debrief questions:**

- What was it like being in the middle?
- What strategies did you see people use to avoid being in the middle?
- Was anyone surprised by what they did or saw?
- Did anyone not move when they should have done?
- What behaviours did you notice in other people?

Whilst this debrief is taking place you or a co-facilitator can write an inventory of what was witnessed, as this can act as a useful way of capturing the processing, but also, to help remind the group of the learning at a later stage. Thank the group for their participation so far and then tell them that the next stage is similar, but will involve some talking between movements about why people have moved.

### **Teaching Points:**

This activity provides unpredictable opportunities for participants to speak in front of the rest of the group, experiencing what it may be like to be a participant.

The facilitators can use this activity (especially the ‘specific statements’ element) to start to bring into their training session open conversation about the lessons related to the films. Often, educators have concerns or worries about engaging with these topics in general, or alternately confidence may also be high. The exercise will provide a useful

chance for the educators to identify and discuss these feelings – but also, allow the lead facilitator to gauge how the educators are feeling about the films and the topics they raise.

As a facilitator you have an opportunity to ‘model’ helpful management and encouragement of participants. This can be useful to consider when it comes to delivery for them as facilitators. You can ask them the following questions:

- What do you think you might need to consider when using this exercise?
- How else could you use it?
- What other types of question might you ask or statements might you make?

*Use this space to make useful notes about the facilitation of this session!*

# Activity: Groups Of | Time: 15 to 20 minutes

## Resources needed

- N/A

## Learning Objectives

- Demonstrate a wide number of groups that we can belong to at the same time, and that we share many qualities with people we don't expect to.

## Instructions

1. Ask the group to walk around the space, without speaking to any one and without touching.
2. Explain that you will call out a number of statements and characteristics, and the aim is to get into groups with others who share the same characteristics.
3. A good introduction to this is to first ask the group to get into groups of Two, Three, Five and so on.
4. Some useful ideas for groups with the same qualities could be:
  - a. People who have the same hair colour.
  - b. People with the same numbers of brothers and sisters.
  - c. People who are the same age.
  - d. People who have the same shoe size.
  - e. People who were born in the same month.
  - f. People who have the same star sign.
5. After each round, take a moment to discover and share the different groups. Some useful questions at this stage are:
  - a. How did you find out which group you were in?
  - b. How did it make you feel when you found other people who shared the same characteristic?
  - c. How did it make you feel when you didn't find anyone who shared the same thing?
  - d. Are we always aware of these different groupings?
6. The next stage of this activity is to begin to gently escalate the statements and characteristics, similar to the 'Anyone Who' activity (page XX). Only move to this next state if you feel the group is ready. Here are some suggestions:
  - a. People with the same skin colour.
  - b. People of the same nationality.
  - c. People who were born in the same country.
  - d. People of the same religion.
  - e. People with the same political views.
7. Sometimes two groups with the same qualities will emerge (i.e., they have not found each other) and occasionally there will be a range of disagreements. All of this is useful with regards to looking at problem solving and communication skills.

## Debriefing questions:

- Was anybody surprised about the outcomes?
- Do you think people share more qualities than they don't share?
- Can people from very different groups share some qualities?
- How will they ever find out?

## Teaching points:

- As with Anyone Who, this activity demonstrates that we can belong to many different groups at the same time. It is useful in that it can expose some potentially hidden common denominators between individuals. This resonates with Extreme Dialogue in that it proves that similarities and differences can be held safely in the same space, and conversation can be had about them in a regulated and constructive manner.
- This activity works best when the content gently escalates (meaning that the categories become more loaded with identity issues as the game continues). As with other activities with potentially strong impact it can sometimes be useful for the facilitator (after content has been explored) to regulate the by returning to a more mundane category, like at the start of the activity.

# Activity: Zip Zap Bop | Time: 15 to 20 minutes

## Learning Objectives:

- Helps establish focus.
- Facilitates a conversation about communication.
- Identifies the skills needed for good communication.
- Identifies the responses we have when we feel rejection.
- Allows for associations to be made with real life situations.

## Resources Needed

- A room with enough space for the group to stand in a circle.

## Practical considerations for the facilitator (space, group readiness, etc.)

- Some participants may feel embarrassed during the initial set up and produce low energy movements and actions.
- Each movement should be shown and practiced one at a time before the game is officially started.

## Instructions:

The facilitator explains that the game has three hand movements which are done at the same time as words are said: the first is a Zip, the next a Zap and the last a Bop. The energy passes from one person to the next through the movements, and anyone at any one time can receive the gestures. It is challenging and rapid. Due to the nature of the exercise the rules may have to be stated in order and very clearly.

To begin with the facilitator needs to demonstrate each movement in turn.

- ZIP: Hands together sweeping to the side.
- ZAP: Hands together at head height pointing to somebody the other side of circle.
- BOP: Hands up as if saying “Not guilty”.

All of these hand gestures are accompanied by the words ZIP, ZAP and BOP, said aloud while simultaneously making the hand gesture.

A Zip passes around the circle, it can go either clockwise or anti clockwise and its direction can only be changed by a Bop. A Bop cannot be responded to by another Bop, you can only Bop someone if you have been Zapped.

Sometimes a Zip can get trapped between two Bops. This is where a Zap, which can be used at any time, is useful because a Zap crosses over the circle.

First of all, the group needs to practice Zips in both directions, as they need to be fast and energetic. When the group can do Zips well, the Bop (which is the only movement that can change the direction of a Zip), is then introduced and it bounces a Zip back in the opposite direction. When the group has got the hang of Zips and Bops you can introduce the Zap. A Zap passes across the circle (To anyone not either side of the Zap-per).

To repeat:

- Zips go sideways.
- Zaps go to anyone who is not either side (only Zips do that) of the zapper and has not just zapped them.
- You can't Bop a Bop.
- Nor can you Bop a Zap.
- Or Zap a Zip back.

This game has been cleverly thought out because you can't completely predict what you will be able to do next. You have to follow the action to avoid making a mistake, you can't plan too far ahead, and you have to respond too.

### **Debrief Questions:**

- What skills did you need to play the game?
- Was anyone surprised by what they did or saw?
- Did anyone have a favourite movement and action?
- What could a Zip represent in real life? (i.e. group mentality)
- What could a Zap represent in real life? (i.e. targeting, or including)
- What could a Bop represent in real life? (i.e. rejection)
- How do people respond to being rejected?

### **Teaching Points:**

This activity is a very useful training tool, as it produces a range of behaviours and responses which can be witnessed and experienced by everybody playing at the same time. Additionally, it facilitates conversations and discussions about communication frustrations and tensions outside of the context of the training.

When preparing facilitators to deliver interactive sessions and workshops, this activity is very useful in demonstrating the nature of 'processing'; talking about what happened in the game and linking it to real life as a way of exploring actual situations and challenges.

*Use this space to make useful notes about the facilitation of this session!*



## **Activity: Unfold my Arms | Time: 10 – 15 minutes**

### **Learning Objectives:**

- The activity gives the facilitator an opportunity to coach the group, and suggest alternative strategies and behaviours which may be different from our initial responses and habits when we are faced with a frustration or challenge.
- The activity allows these behaviours to be experienced in a safe environment, and gives an opportunity for their 'real life' equivalents to be discussed.
- It encourages fresh thinking and creative problem solving.
- The activity provides an opportunity to understand the distinction between what a person does and who they are.
- The activity demonstrates that some problem solving solutions are unexpected.
- Frequently frustration can lead a group (or individuals within it) to give up, and stop trying. When handled and acknowledged sensitively this can be a useful learning experience.
- The activity gives facilitators an opportunity to manage a situation in a non-judgemental fashion.
- The activity forms part of the resource pack.

### **Resources Needed**

- The activity requires a space large enough for the facilitator to stand in front of a group.

### **Practical considerations for the facilitator (space, group readiness, etc.)**

- The facilitator needs to place themselves in a position where they can be seen by all of the participants and where there is space for those attempting the challenge.
- The facilitator should also ensure that they can see the whole group at any one time so as to maintain inclusion.
- The facilitator may need to moderate behaviour if the group shows overenthusiasm. This can be done by introducing a 'safe' word, which when said by the facilitator brings about a pause. As there is no physical contact in this version, the safe word would be used to establish and re-establish focus.

### **Instructions**

1. The facilitator tells the group that they are about to do a problem solving exercise. The group can work as a team sharing ideas or individuals can attempt to solve it.
2. The facilitator is a part of the activity as well as the facilitator of it.

3. The facilitator stands in front of the group and tells them that they (the facilitator) are going to fold their arms and then they do so.
4. They then tell the group that they must try to get the facilitator to unfold their arms. “Your task, as a group or as individuals is to try to get me to unfold my arms”.
5. The rules are quite simple. The group (as a whole or as individuals) can try a range of tactics, but they are not allowed to touch the facilitator in any way. This means that they can’t literally touch the facilitator nor can they make physical contact with an object.
6. The facilitator will only open their arms when a participant puts their own hand out as one does when about to shake hands.
7. There may well follow a range of behaviours and strategies, the facilitator must resist these but will only open their arms when a participant holds their hand out to shake hands.
8. *A variation can be that the facilitator will open their hand if and when they are offered (by hand) something by a participant (for example a piece of candy, a small toy, pen or gift).*

### **Debrief Questions:**

- What happened during the exercise?
- What tactics were used? And why?
- What assumptions did people make about how to solve the problem?
- When did change occur?
- What do you think stopped people (or helped people) to try something different?
- How does this exercise relate to what we saw in the film? (this is a reference here to the film participants will have watched previous to taking part in this exercise)
- Where do we see people getting frustrated for not getting what they want?

Conclude by thanking the group for their participation.

### **Teaching Points:**

This activity can bring out a certain level of frustration. Coinciding with this can be a range of behaviours and manipulations that are associated with frustration and aggression.

If it appears that the group are not likely to ‘solve’ the puzzle in the short term, the facilitator can sub divide the group into smaller groups. These smaller groups can then plan and devise new strategies. By doing this pressure is taken off individuals.

The activity is not in any way a test; it is a stimulus that develops a process.

If the facilitator decides to coach the participants to a solution, they must do so in a way that encourages those taking part to find it. Clues and advice can guide participants to the solution. If the facilitator simply tells the group what the answer is, some learning can be lost.

When closing the discussion, it is important that the facilitator explains that in many different situations, many different people present the same strategies and tactics.

***Use this space to make useful notes about the facilitation of this session!***

# Activity: Clap Hands | Time: 5 minutes

## Learning objectives

- Close the session with a collective task.

## Instructions

1. Ask the group to stand in a circle close together with their arms out and their hands out, ready to clap.
2. Explain that the aim of the activity is for the group to clap at the same time, led by the facilitator.
3. Explain that when you think the group is focussed and ready, you (facilitator) will clap your hands. The group need to sense this by focussing and clap at the same time. The objective is for there to be one clap.
4. Use your judgement and the judgement of the group to determine whether you've achieved the task.
5. It may take a few tries. The facilitator should not attempt to trick participants by clapping too quickly.
6. It can help if people stand with the backs of their hands touching the persons' next to them.
7. There will, of course, be an ever so slight delay when the group get this, but that is normal.
8. When you've finished, (and the group agrees that we have got as close as possible) thank the group for their participation and contributions.

## Debriefing questions

- This is a closing activity, and as such, there is no explicit need for processing the activity.

## Teaching points

- Even at the close of a session of process it is possible to struggle and try again in order to succeed.
- The facilitator may hand over the starting clap to a participant, but there is caution in this in that it provides an opportunity for corruption (for example by the participant making false starts of doing an exceptionally speedy clap). The facilitator should not be shy to persevere, by reminding everybody that this is a groups task.

# Activity: Circle Reflections | Time: 5 to 10 minutes

## Learning objectives

- Close the session with a collective task.

## Instructions

1. Ask the group to stand or sit in a circle.
2. Explain that you're either going to ask for volunteers or are going to go round the group and ask people to reflect on today's session.
3. You can do this by simply asking whether anyone has any particular reflections or thoughts on today, or you can use a question to aid the process.
4. There are a number of different questions or phrasings that you could use in this exercise. Some examples include:
  - a. What will you remember from today?
  - b. What are your 3 takeaways from today?
  - c. What will you tell others about what you've done today?
  - d. What word or phrase describes today's session?
  - e. What word or phrase describes how you're feeling after today's session?
5. It is important not to force anyone to share if they don't want to. It's a purely voluntary exercise. It is useful to restate and confirm with those who haven't shared whether they want to or not, but not excessively so.
6. It is also important for the facilitators to offer their thoughts and reflections. This can help set the tone of the reflections.
7. After everyone has had the opportunity to share, thank the group.

## Debriefing questions

- This is a closing activity, and as such, there is no explicit need for processing the activity.

## Teaching points

- Unless a participant overtly uses the mechanism to ridicule or demean, all contributions should be regarded equally. Some may struggle due to the high focus nature of the activity. Should this be the case you can always suggest that "we may come back to you" or "if you think of something, let us know".
- There is value in experiencing and witnessing the contribution of others, just because a person has not contributed it does not mean there has been no benefit for them.



## Activity: Flower Hands | Time: 5 minutes

### Learning objectives

- Close the session with a collective task.

### Instructions

1. Ask the group to stand in a circle close together with their arms and their hands out in front of them with their hands closed into fists and facing up.
2. The facilitator explains that the group will now do a Mexican wave with their fingers. One finger or thumb at a time will open up, until all fingers in the circle are open.
3. The wave will start with one of the facilitators who will open up their fingers in order.
4. The person standing next to the facilitator will open up their fingers in order, and so on until all fingers in the group are open.
5. You can choose to either close the session there and thank the group, or you can do the exercise in reverse and have everyone close up their hands to their original position.
6. Whilst the group is standing in a circle (and before the finger wave ), it can be productive for the facilitator to say and solicit some final closing remarks or observations from participant.

### Debriefing questions

- This is a closing activity, and as such, there is no explicit need for processing the activity.

### Teaching points

- A very useful closing activity, which can bring either a session or indeed a whole process to a quiet end.
- This activity is trickier than it looks, when we open and close our fingers it is most usually done in a mirroring fashion. This takes some concentration as it is counter intuitive. This being said, there may be a few false starts, and people may open their fingers in a different order. Useful to maintain a sense of calm and let the shape and sensation of the activity be experienced.