



IO2 Peer Training
programme
Learner Manual



HYPER

How Young People are Engaged by Radicals

Introduction

Welcome to the HYPHER training!

This manual will help you to gather the material collected during your training.

This manual belongs to:

Workshop 1: Identify extremism

Lecture 1: What is extremism?

(You can take notes on the following blank pages)

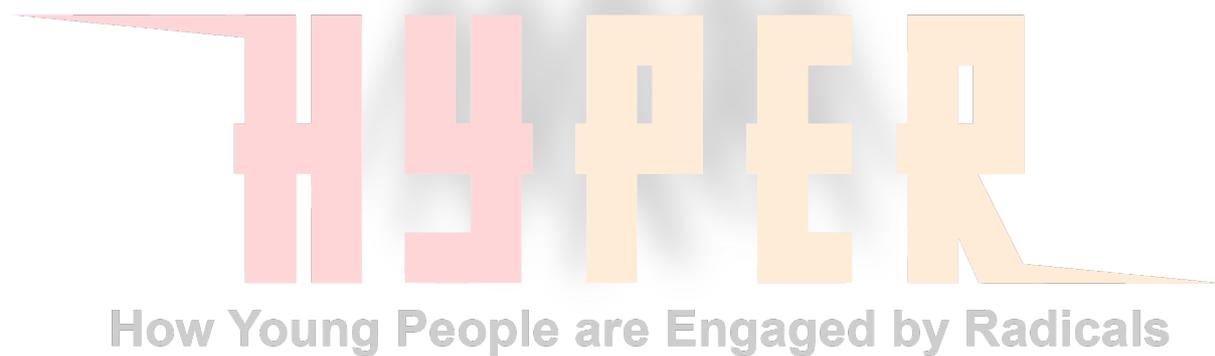


WUPEER

How Young People are Engaged by Radicals

Lecture 2: Introduction to figures of speech

(You can take notes on the following blank pages)



Activity: Fill-In-the-Blank Stories

Joe hopped (simile)

.....
.....
.....
down the hill.

He met Jill who (hyperbole)

.....
.....
.....

He told her: "(euphemism)

.....
.....
....."

The two of them loved to go to the park where (personification)

.....
.....
.....

Video: Fear and Anger and how to counter the manipulation of the human mind

(You can take notes on the following blank pages)



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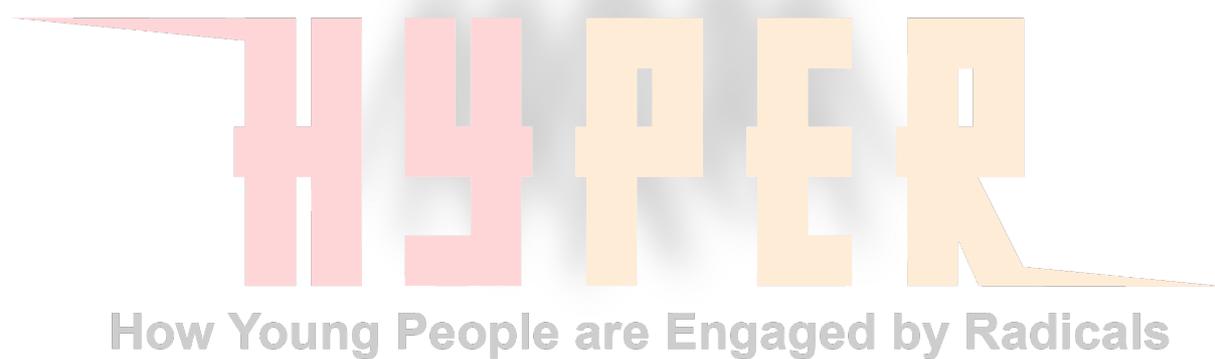
WUPEER

How Young People are Engaged by Radicals

Workshop 2: Deconstructing extreme speeches

Video: Fake news: 4 tips to detect it

(You can take notes on the following blank pages)



Lecture: Fact checking

(You can take notes on the following blank pages)



Practical exercise: Fact checking

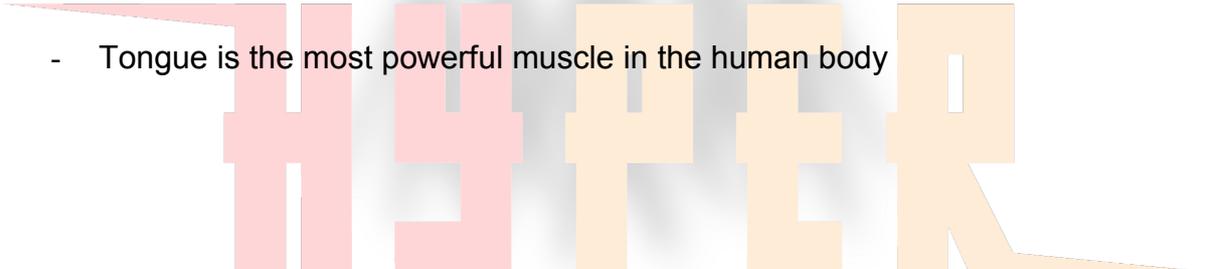
Affirm or refute the following sentences, quote your sources!

- When John Fitzgerald Kennedy was President, there were half as many people on the planet as there are today.

- A child could move by swimming through the arteries of a blue whale's heart.

- A cloud weighs an average of 500,000 kilos!

- Tongue is the most powerful muscle in the human body

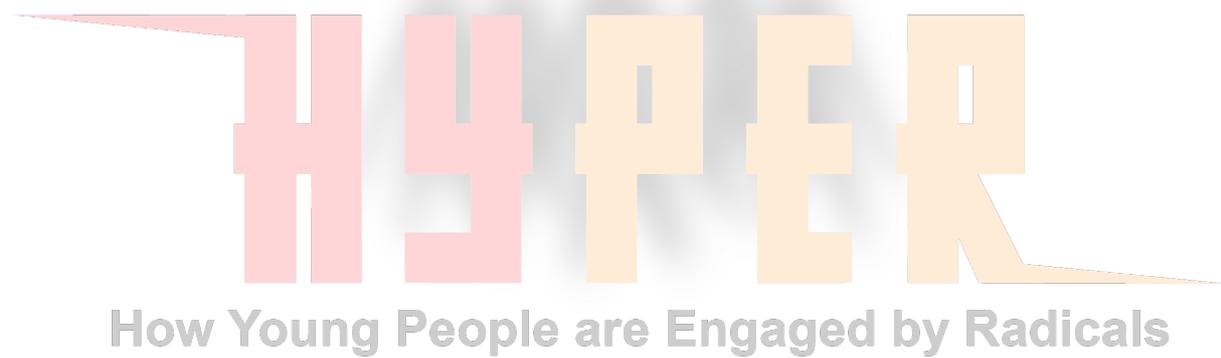


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- More than 50% of people around the world have never made or received telephone calls.

Video: How fake news grow in a post-fact world

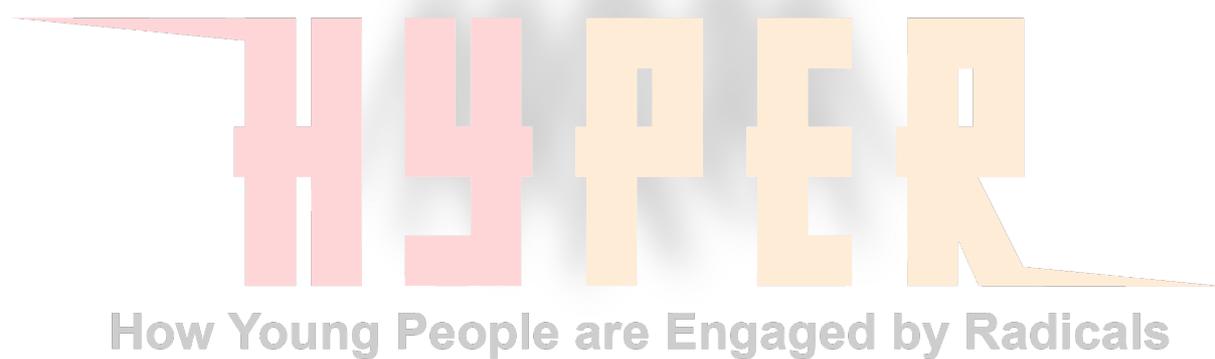
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Workshop 3: At the heart of democracy

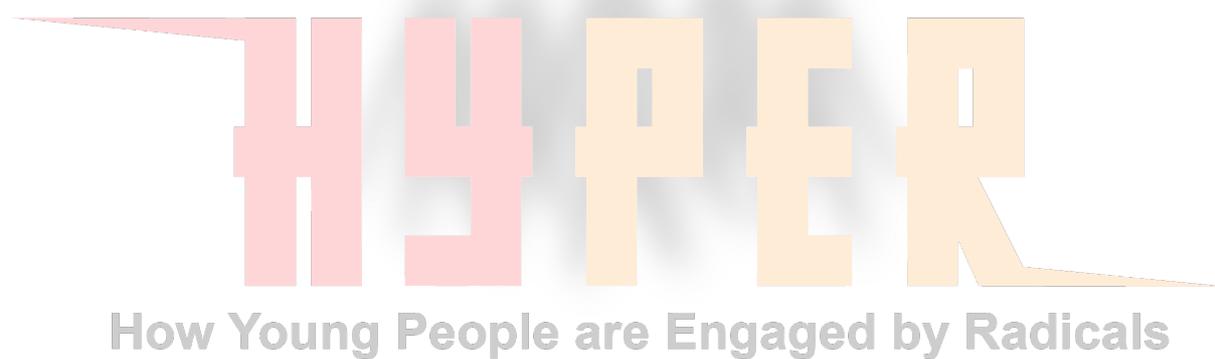
Lecture: What is democracy?

(You can take notes on the following blank pages)



Video: Why Socrates hated democracy?

(You can take notes on the following blank pages)



Practical exercise – Questionnaire: Citizenship and Democratic Life (Q&A to be adapted by each country)

For each question below, please select the correct answer.

1. When do you become a citizen?

- a) At birth
- b) At the age of majority
- c) After being counted at 16 years old

2. Is the whole people a citizen?

- a) Yes
- b) No

3. In which year did women obtain the right to vote in France?

- a) 1926
- b) 1939
- c) 1944

4. Can you be deprived of your right to vote?

- a) Yes
- b) No

5. Do prisoners retain their right to vote?

- a) Yes
- b) No

6. In what year was European citizenship created?

- a) 1957
- b) 1966
- c) 1992

7. Who can obtain European citizenship?

- a) EU officials
- b) All citizens of the Member States of the European Union
- c) Any person who requests it from the European Commission

8. In which elections can European citizens residing in France participate?

- a) In European elections only
- b) In municipal elections only
- c) Both

9. Do demonstrations have to be authorized in advance?

- a) Yes
- b) No

10. Do soldiers have the right to strike?

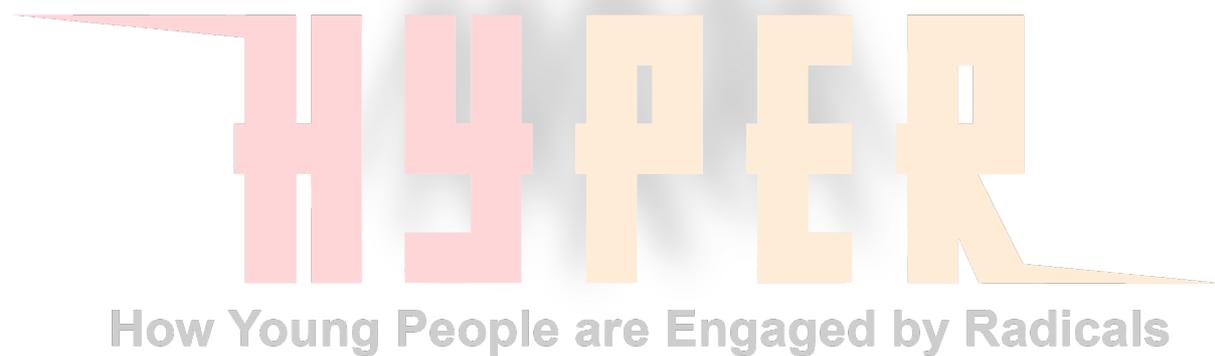
- a) Yes
- b) No



How Young People are Engaged by Radicals

Lecture: The Universal Declaration of Human Rights

(You can take notes on the following blank pages)



Universal Declaration of Human Rights

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore,

The General Assembly,

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and the security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

1. Everyone has the right to freedom of movement and residence within the borders of each State.
2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
2. Marriage shall be entered into only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

Article 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2. Everyone has the right to equal access to public service in his country.
3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.
2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

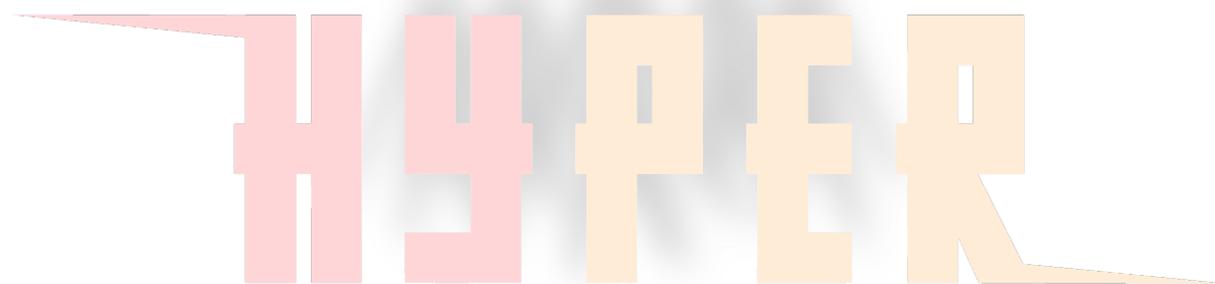
Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

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Practical exercise: Game on Human Rights

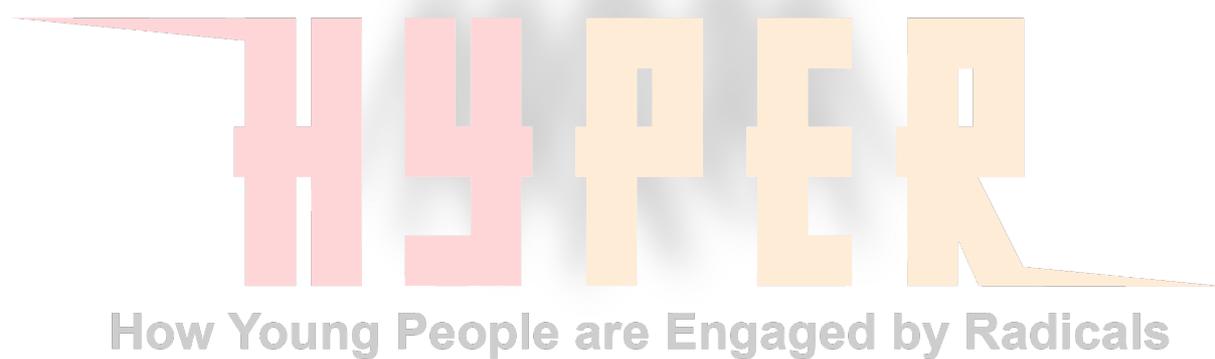
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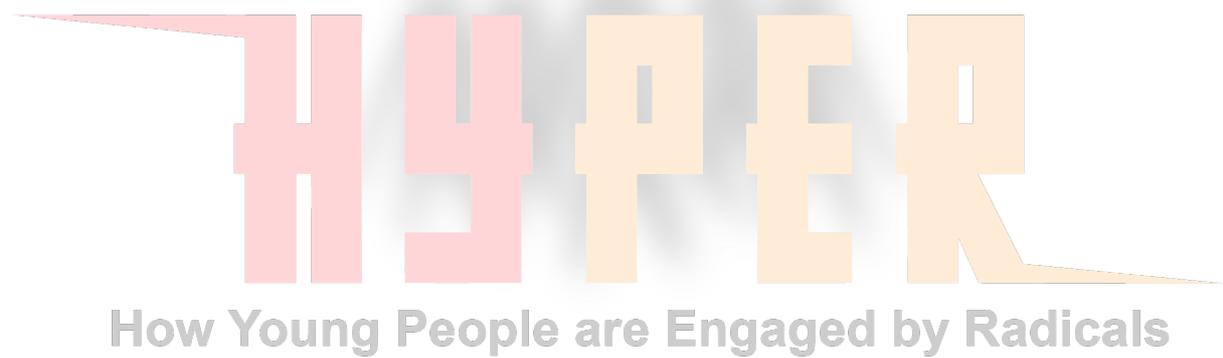
Lecture: Counter-powers and political pluralism

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Practical exercise: Reflexion on Political Pluralism & Diversity of Opinion

(You can take notes on the following blank pages)



Workshop 4: Mediation and Alert

Workshop 4 Worksheet 1: Exploration of HYPER simulation resources – round 1

Hyper simulation resource “how you realize, that you are being radicalized”

What are your own experiences with gaming?

What are the warning signs for radicalisation highlighted in this resource?

Do you have any experience with peers talking about this?



How Young People are Engaged by Radicals

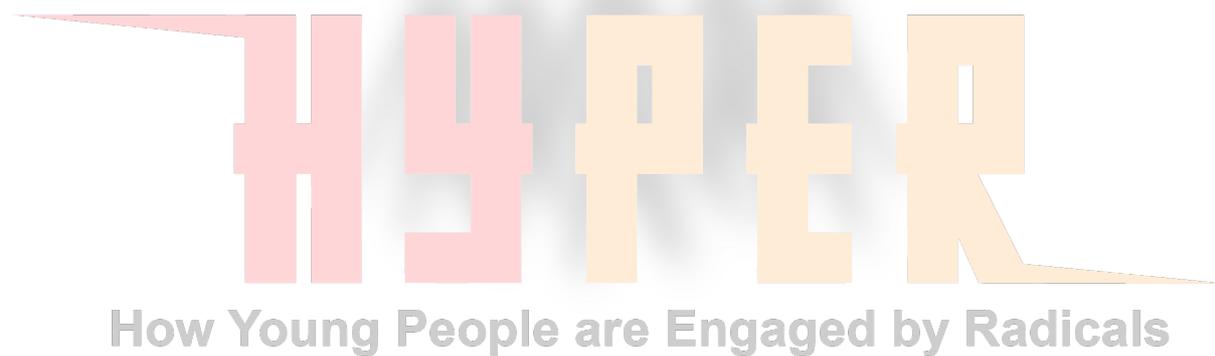
Exploration of HYPER self-help resources – example gaming

(You can take notes on the following blank pages)



Lecture – Identify signs of radicalisation

(You can take notes on the following blank pages)



Practical activity: The case Leonora Messinger – a German girl that moved to Islamic state

Source: This is an abstract of an article from the German Newspaper “Der Tagesspiegel”, published 07/09/2019 Online (31/01/2020):

<https://www.tagesspiegel.de/themen/reportage/verliebt-in-einen-dschihadisten-er-verlor-seine-tochter-mit-15-an-den-is-kommt-sie-jetzt-zurueck/24989756.html>

“In love with a jihadist He lost his daughter to ISIS at 15 - is she coming back now?”

Leonora is 15 when she leaves her childhood home in the South Harz and joins ISIS. Now she wants to return. Her father doesn't know what to hope for.

By Kai Müller



Leonora gets along very well with her father. Up to the moment she fell in love with a Jihadist. Picture: Private

Daughters can be cruel. You simply cannot foresee when they will exchange their parents' homes for a new life. And what if this new life is to have nothing to do with the old one?

Maik Messing lost his daughter, who he calls Leo, sometimes "my little Leo", four years ago in this way. One day, on March 12, 2015, Leonora Messing left the house in Breitenbach in the southern Harz Foreland and disappeared. Traceless at first.

Her father had married his second wife a month earlier. But that could not be the reason. The child got along well with his stepmother, and the teenager didn't seem to have any problems. She was recently even interested in Islam. It took six days to get a sign of life.

"Your daughter is doing well," an unknown man said. She had "arrived."

Maik Messing did not understand, he remembers today. Arrived, where?

"She's at home."

Leonora was 15 years old at the time. And she ran away to the Islamic State. There she becomes the third wife of an Islamic State fighter who calls himself Nihad.

He beheads people for jihad, he says.

"You have inwardly the image of the son-in-law," says Maik Messing, "a black-clad figure, and it symbolically embodies what I lost my daughter to. This man stands for the terror of the caliphate state, for recruitment, for the many lies, for the many sufferings that we have also experienced."

But he calls him son-in-law.

"Yes," says Maik Messing, born in 1972, "that amazes everyone."

But what else is left for him, he asks, than to recognize the father of his grandchildren as such.

Not every father gets the son-in-law he wants. Messing got one that made him feel the most of the time, "who's on the pusher."

Nihad experienced a lightning radicalization that turns a welder from Zeitz in Saxony-Anhalt named Martin Lemke into the IS fighter Abu Yasir al-Almani within a few months. He is one of 1050 Salafists who go to Syria from Germany. In video messages, he brags that he beheads people for "jihad." Messing's daughter comes from the same area as him, he fathers two children with her while he pursues a career with ISIS. He is said to have been a member of the moral police of the caliphate and later became an important figure of the Amnijat, the discredited state protection, a kind of Islamist Gestapo. He says he only repaired computers. He is currently awaiting trial in a Kurdish prison.

"Nihad" he calls himself, way back he was Martin Lemke and lived as a welder in Lower Saxony.

Son in law. It is also the word with which Maik Messing fights for his family. And he wouldn't like to make a big deal out of it. Messing, who as a baker sneaks out of the house unnoticed long before dawn to go to his bakery, is a habitually quiet person. Nevertheless, he teamed up with the journalists Georg Heil and Volkmar Kabisch for a book – it is called "Leonora. How I lost my daughter to ISIS – and fought for her," it is published by Econ Verlag, an ARD television documentary will be broadcast on 9 September at 10.50 p.m. And now he has to talk about what he doesn't like, on a sunny summer's day in the noisy capital.

Even women are classified as a security risk

He sits at a long wooden table intended for such purposes, surrounded by the books of the publishing house, and his small yard with the three dogs, the ponies and the many hectares of land are far away when he says that he wanted to show what was

behind the "picture" headline of the "beautiful Leonora" who had joined the warriors of God. Perhaps, he says, he could use it to bring other young people to their senses and save them from the fatal step.

Since ISIS has been crushed and its scattered remains are gathering in Syrian and northern Iraqi camps, Messing's book has taken on a very different meaning. In Germany, there is a debate about what to do with the surviving followers of ISIS and their families. In the Kurdish area of influence, 40 IS fighters are expected to wait for their extradition. The Federal Government is struggling to bring them to Germany, where even the women of the fighters are classified as a security risk. In June, a court ruled on the return of a mother with her three children. For health reasons.

Among the 70 women picked up are many younger ones like Leonora, who profess their innocence and plead to be allowed to return home. We are fed up with war, they say.

But the pity for their fate is limited in this country. Messing's history of suffering can therefore also be understood as an appeal not to regard his now 19-year-old daughter as a stranger. It was so little that she tipped out of the healing world he had tried to offer her, a pubescent teenager who didn't overlook what she was doing. "She didn't give us a chance to prevent that."

The bond with the father is close. Both go through a difficult period in 2013 when Messing's first wife separated from him and Leonora also lost an important confidant overnight. Nevertheless, things are still going well at school. Leonora is a class spokeswoman, plays in the student band, reads to the elderly in the nursing home from the newspaper. Teachers are impressed by her strong sense of justice and is specifically noted in the certificates. Too beautiful to be true?, Maik Messing has often asked himself. What should he have noticed? The question rotates in his head: Why why!

At first she wasn't on the "Isis trip," she says

Narrow streets, no mobile phone network, a manageable, conservative world in which Leonora knows everyone, even if there are hardly any girls her age. When the Messings deliver her daughter to a friend, she disappears into the house and she can be picked up at the appointed time. The parents get to know a lot later that she travels to Frankfurt am Main to meet members of her radicalizing Muslima clique. They are girls like herself in search of a new identity. They immerse themselves in a mysterious world full of rules and strange expressions like "alhamdulillah" or "SubhanAllah" with which they spit their conversations.

There are now interviews with Leonora from the Al-Haul refugee camp. There she recounts these beginnings. At first, she wasn't on the "Isis trip," she tells a "Star" reporter. "Somehow, I don't really know, I came to ISIS through the Internet." She met a Frenchwoman who ran an internet shop for Islamic clothing in Leipzig. She was included in a Whatsapp group. "It's very quick. Then I was in the middle of it." When she wanted to "cover herself," she knew that she would never be able to enforce it in her environment. "I thought at the time that if I went to Syria, I would be able to live an Islamic life with my husband and children."



Leonora becomes his third wife. This is the official picture of the marriage. Picture: private

This is the promise with which the self-proclaimed caliphate attracts believers from all over the world: that they would not be hostile there. Indeed, the war in Syria, in which Muslims fight against non-Muslims and Muslims against Muslims, is creating a huge marriage market. On the Internet, the fighters, who are usually no less uprooted, are looking for women with whom they can consolidate their status. This is how Leonora is transferred to Martin Lemke alias Nihad. His position in ISIS allows him to afford a third, along with the two women he already has. When her case becomes known, it immediately causes a stir. Because Leonora does not have the usual cultural preface, which would make her step more comprehensible.

What she calls "emigration" is meticulously prepared. Maik Messing even finds a packing list later. His daughter does not complete a farewell letter. She confesses to a friend that she has "no stress" with her parents. "But I want to live differently. I have to totally disguise. I lead a double life."

"I can't take away people's fear of it"

From the chat histories, Messing later learns that the group of girls has "put each other on track" on the Internet. Whenever one of them starts to waver, it is rebuilt by her friends, with Leonora particularly eagerly discussing religious issues under a false Islamic identity on Facebook. She plays herself as an expert and speaks of the "duty" to help the "siblings" in Syria.

Why doesn't the girl, who recently posted beauty and lifestyle videos and took cruises with her parents, see the danger? How can you hide the horrors that all the media are reporting on at the time?

"I can't take away people's fear of her," Messing says. And he admits that his beloved daughter has "made herself the perpetrator." "We also have to learn to trust her again."

Surprisingly, the contact to Leonora never completely breaks. Although Nihad repeatedly imposes several weeks of contact bans or internet access breaks down, the girl then reports each time from the IS heartland, where she initially lives in an apartment with at least one of the other two wives. Maik Messing is drawn into a world that could not be stranger to him. He knows where Syria is. "But I had never heard of Rakka."

In chats, he and Leo exchange more intensely than before. She logs in according to a specified scheme. He organizes his daily life afterwards. And now, with the sun in his back, he still wonders how he could withstand it. "My child sits in Raqqa, where bodily evil rages, and celebrates a party with the French second lady because there was soft cheese to buy somewhere. And I learn about it because Leo sends me the music of Helene Fischer, "Breathless through the night.""



This is how her friends know her. Leonora was class representative, she was reading out to elderly people in a nursery. Picture: privat

That, Messing says, is not to be explained to anyone. Apart from the fact that it must not be explained to anyone. The two women put their lives in danger with this hustle and bustle when it pushes outwards. The father must not let anyone know how much he is experiencing from inside ISIS.

"Have you heard anything new?"

"Yes, she's doing well."

"O. k."

The exchange in the village is limited to such brief exchanges of words. Now it is he who leads a double life. With comments he deliberately holds back, his naivety fuels the interest of his daughter to explain the situation to him. Messing hears live airstrikes and ground offensives, as well as the growing tensions between Nihad's wives.

- Leonora: Gives a bit of stress here again. Sherine is going crazy and Nihad is in a bad mood for 24 hours.

- Why this?

- Leonora: No idea. She howls all the time because of Nihad. All stupid.

- Oh jaaaa.

- Leonora: Nihad says all the time: Go away and don't annoy me. ... He's been coming to my room for a few days and he's been whingling around. She dyed her hair bright red, but really crass red because she loves red. And he comes to my room and says, Oh, shit. I hate red. She should know that after two years.

The jealousies poison the house climate so much that Nihad divides his family into different apartments.

...”



Workshop 4 Worksheet 2: Exploration of HYPER simulation resources – round 2

Hyper simulation resource ““process (testimony)” and “Politico-Religious Radicalization”

What are your own experiences with the process of radicalisation? Did you encounter any of the signs in your daily life yet`?

What are the warning signs for radicalisation highlighted in this resource?

Do you have any experience with peers talking about this?

How would you establish contact with somebody being radicalized and what do you think should be done in such a case?

How Young People are Engaged by Radicals

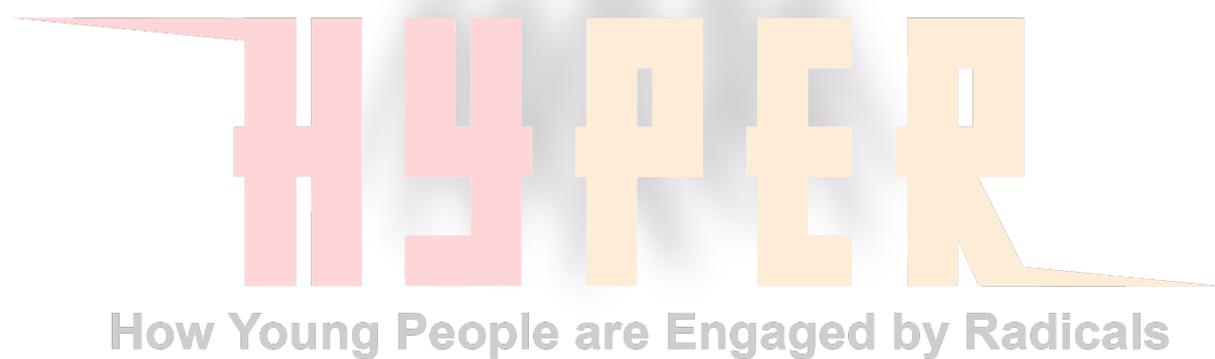
Exploration of HYPER self-help resources – example "Being at a Transitional Stage of Life" / "A Need to dominate and control others"
(You can take notes on the following blank pages)



How Young People are Engaged by Radicals

Workshop 5: Open your mind

Lecture: concept freedom of speech in a multicultural society
(You can take notes on the following blank pages)



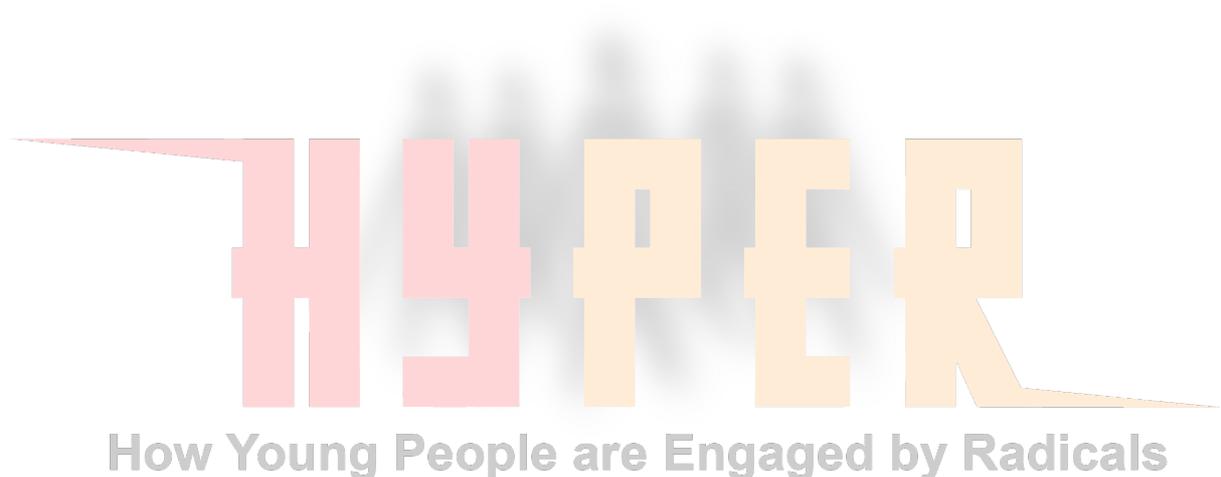
Workshop 5 Worksheet 1 Freedom of Speech

This is an abstract from a speech the German Chancellor Merkel held in the parliament in November 2019.

Limits of freedom of expression, where hatred and agitation begin

“Chancellor Merkel also spoke out against hatred and agitation that threatens the public: “In our society there are frictions that must make us feel uneasy.” She mentioned the murder of municipality president Walter Lübcke and the attack on the synagogue in Halle. “Freedom of expression in our country is given,” Chancellor Merkel added. Although some claimed that this was not the case. But that freedom has limits, “and they begin where hatred is spread, where the dignity of other people is violated.” Those who say their opinion must “live with the fact that there is contradiction,” Merkel said. “There is no freedom of expression at zero cost.”

Source: <https://www.bundestkanzlerin.de/bkin-de/aktuelles/kanzlerin-bei-generaldebatte-1698786>



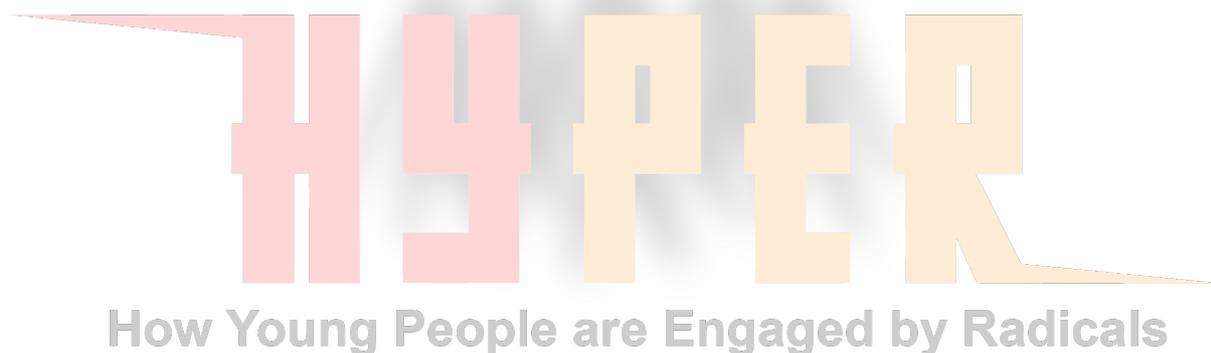
Exploration of Hyper Simulation Resources – example blogs

What are your own experiences with blogs? Do you use them for information and research?

What are the warning signs for radicalisation highlighted in this resource?

Do you have any experience with peers talking about this?

How would you establish contact with somebody being radicalized like that and what do you think should be done in such a case?

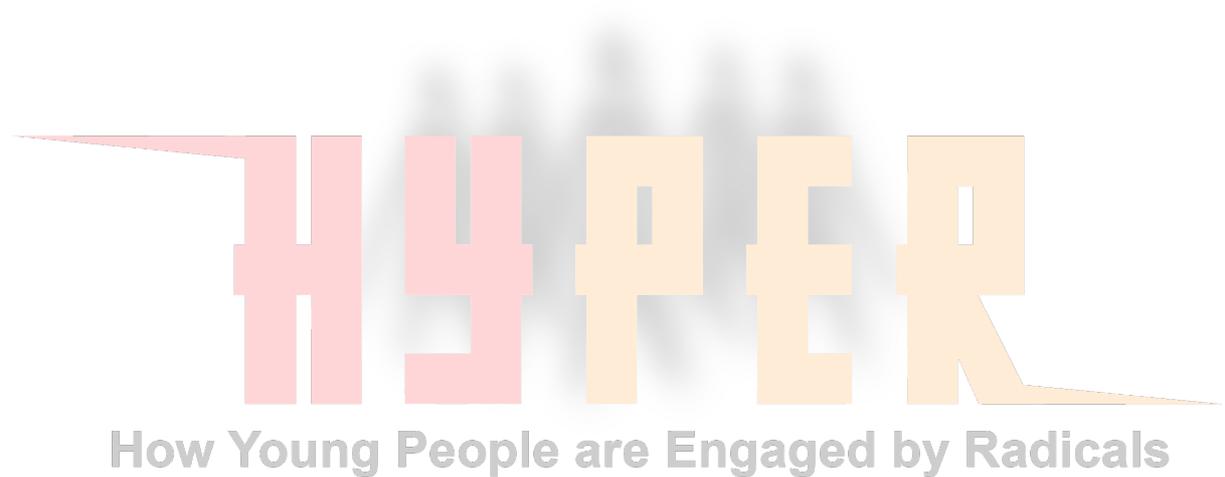


Practical activity: What is critical thinking?

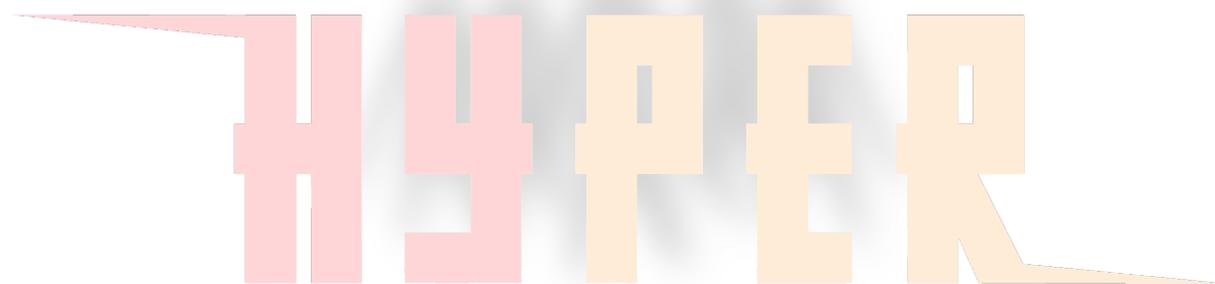
YouTube video: what is critical thinking?

<https://www.youtube.com/watch?v=HnJ1bqXUnIM>

Think of a situation where you applied critical thinking and take some notes here.
Share the experiences in the group.



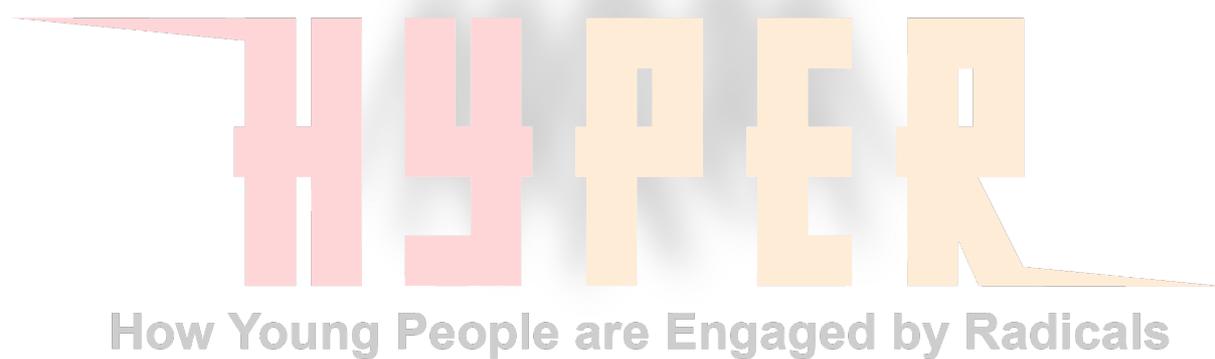
Lecture: Community of practice – a way to combat radicalization?
(You can take notes on the following blank pages)



How Young People are Engaged by Radicals

Practical exercise: Brainstorming: How to form a community of practice?:

Looking back at the whole peer training – what are your tools, your strategies and ideas? What could be your shared interactions with peers? – You can take notes here.



THE PAPER

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