



# IO2 Peer training programme

Curriculum for trainers  
E-Juniors & JFV-PCH



# HYPER

**How Young People are Engaged by Radicals**

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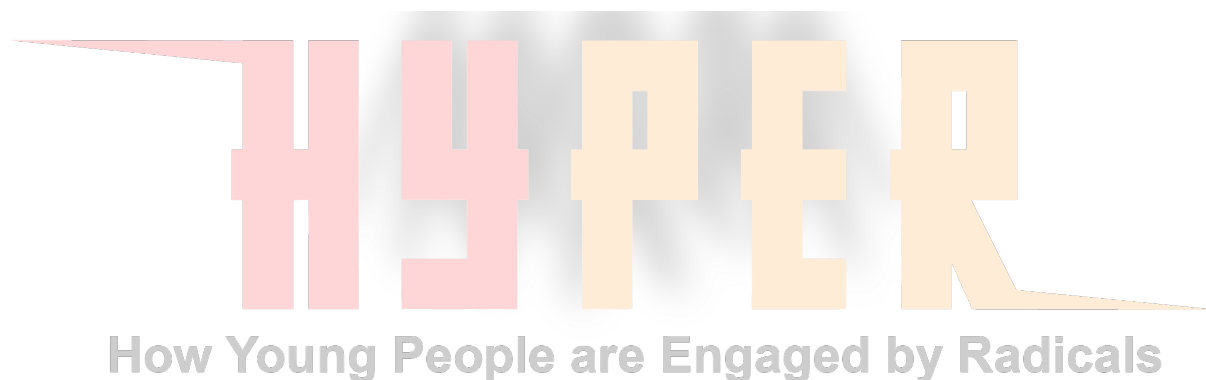
## Introduction

This training programme is composed of 5 workshops lasting 4 hours for a total of 20 hours of face-to-face learning. This document aims at providing to youth trainers the material and guidance needed to implement these workshops.

Before implementing the workshops, make sure to read the following programme in order to have a clear global vision each workshop. Read carefully the Powerpoints to ensure a smooth delivery of its content.

Recap about the material needed to implement the HYPER training:

- Ball X1
- String X1
- Chairs
- Food and Drinks for breaks
- Laptop X1
- Additional laptops for participants (one for two participants)
- Markers
- White paper
- Paperboard
- White board
- Extra paperboard sheets
- Video projector (optional: screen)
- Pen (one for each participant)
- Learner manual (one for each participant)
- Internet connexion
- Snacks and beverages



## Workshop 1: Identify extremism (4 hours)

### Learning outcomes

At the end of the workshop, learners should be able to:

- Be aware of the different kind of extremism
- Identify threats
- Identify body language
- Identify figures of speech

### Workshop programme

Duration	Material needed	Activity proposed and tips for the educator	Resource
15mn	1 ball 1 string	<i>Ice-Breaker: The Human Web</i>  The participants don't know each other since it is the first workshop of the HYPER project. This activity will help them to know each other in order to create and implement a friendly atmosphere and a safe environment where participants will feel free to express themselves.	W1.R1
20mn	Paperboard  Markers  Training room with chairs place in semi-circle  Pen (1 for each participant)  Learner manual (1 for each participant)	<i>Brainstorming</i>  Since the topic of the workshop is about extremism, ask the participants the following questions: <ul style="list-style-type: none"> <li>- According to you, when we talk about extremism, what are we referring too?</li> <li>- What kind of extremist attitude can you think about?</li> </ul> Take notes on the paperboard of the key words emerging during the discussion. The objective of this exercise is to create a discussion among participants and to stimulate their reflexion about the topic.  Before starting the new activity, give a pen and a learner manual to each participant. Present them the tool telling them that the manual can be used to take notes and to	N/A

		gather material collected through the training?	
Duration	Material needed	Activity proposed and tips for the educator	Resource
20mn	Laptop/ computer  Video projector  Screen (optional)  Learner manual and pen for the participants to take notes	<i>Lecture: What is extremism?</i>  Display the PPT presentation. Make sure to enunciate clearly and leave space to make sure that participants can ask questions if needed.  Try to make the presentation as lively as possible, ask participants, after each slide if they have questions or if they just want to react to the side.	W1.PPT1
5mn	Paperboard  Markers	<i>Discussion</i>  Ask the participants if they have any question. Note their questions (if applicable) on a paperboard (this will be used during the closing session of the workshop).	N/A
10mn	Laptop  Video projector  Internet connection	<i>Introduction to body language</i>  Play the following video of Hitler's speech: <a href="https://www.youtube.com/watch?v=FJ3N_2r6R-o">https://www.youtube.com/watch?v=FJ3N_2r6R-o</a>  Then ask the participants what they have noticed in his behaviour. Ask them to focus on his gesture.	N/A
15mn		<i>Activity on body language: Greeting game</i>  Participants get a kind of greeting that is practiced in a certain culture. They have to find their group (at least 3 persons) by greeting each other. Of course, talking is not allowed! You, as trainer, have to give a card (that you will find in the W1.R2 document below) to each participant.	W1.R2

Duration	Material needed	Activity proposed and tips for the educator	Resource
20mn	Laptop Video projector Internet connection	<i>Video about body language</i>  Play the following video to stress out the importance of body language in everyday life. <a href="https://www.youtube.com/watch?v=b2g0xVg5grU">https://www.youtube.com/watch?v=b2g0xVg5grU</a> <a href="https://www.youtube.com/watch?v=ZZZ7k8cMA-4">https://www.youtube.com/watch?v=ZZZ7k8cMA-4</a>	N/A
20mn	Tea Coffee Juice Snacks	<i>Coffee Break</i>  Allow the participants to have a break ☺	N/A
10mn	Laptop Video projector Learner manual and pen for the participants to take notes	<i>Lecture: Introduction to figures of speech</i>  Display the PPT presentation. Make sure to enunciate clearly and leave space to make sure that participants can ask questions if needed.  Display the first slide and ask the participants to read the sentences (you can ask them to each read one sentence). What is the common point? (In the comment section of the PPT, you have the detail of the different figures of speech used).	W1.PPT2
15mn	Laptop Video projector Internet connection Learner manual and pen for the participants to take notes	<i>Video: Figure of speech</i>  <a href="https://www.youtube.com/watch?v=erT5bXhx25Q">https://www.youtube.com/watch?v=erT5bXhx25Q</a>  Display the video that details the main figure of speech.	N/A

Duration	Material needed	Activity proposed and tips for the educator	Resource
20mn	Learner manual and pen for the participants to take notes	<p><i>Activity: Fill-In-the-Blank Stories</i></p> <p>Break participants in small groups of two and ask them to find the activity in their learner manual. There is a story with blanks; instruct them to fill in the spaces with the indicated figure of speech in 10mn. Use a timer. At the end, participants should be allowed to share their stories and discuss their choices. Provide 10mn for the restitution.</p>	W1.R3
20mn	Learner manual and pen for the participants to take notes	<p><i>Video: Fear and Anger and how to counter the manipulation of the human mind</i></p> <p>Display the following TedX video:  <a href="https://www.youtube.com/watch?v=xa1RShs7wyl">https://www.youtube.com/watch?v=xa1RShs7wyl</a> </p>	
30mn	<p>Paperboard sheets (one sheet for 2 participants)</p> <p>Markers</p>	<p><i>Activity: Roots and Branches</i></p> <p>Divide the group in binomas. Allow each group to have 15mn to perform the activity as detailed in the W1.R4 document available below. Then use the 15mn other minutes for the restitution and discussion.</p>	W1.R4
20mn	Paperboard sheets from the “Discussion” sessions where questions from the participants have been gathered	<p><i>Closing session</i></p> <p>Take the questions of the participants, display it to the group and ask them if the workshop has answered to their interrogations. Ask participants feedback about the workshop.</p>	N/A
240mn			

## Additional resources

Activity Code	Title
W1.R1	Icebreaker: Human net
<b>Overview</b>	
<ul style="list-style-type: none"> <li>❖ <i>Purpose:</i> The goal of this activity is to demonstrate to the participants that they all have something in common, increasing the feeling of cohesion.</li> <li>❖ <i>Duration:</i> 10mn</li> </ul>	
<b>Instructions</b>	
N/R	
<b>Activity details</b>	
<p>Ask the participants to talk to each other during 10mn; then take a ball of string and place the participants in a circle. In turn, each will introduce himself and then pass the ball to the person of his choice while keeping the end of the string. He/She then explains the link that unites him to the person he has chosen (a professional or personal link). The participant with the ball in his hands starts again. Continue until all participants are connected to each other with the string. The message to be transmitted at the end of the exercise is interesting: we are all linked to each other.</p>	
<b>Assessment of the activity</b>	
N/R	
<b>References/Further reading</b>	
N/R	

Activity Code	Title
W1.R2	Greeting game
<b>Overview</b>	
<ul style="list-style-type: none"> <li>❖ <i>Purpose:</i> it will teach about different styles of greetings around the world. Participants will experience that there is more than one way to greet and that different cultures have different ideas of it.</li> <li>❖ <i>Duration:</i> 20mn</li> </ul>	
<b>Instructions</b>	
<ul style="list-style-type: none"> <li>❖ This exercise is a fun and also valuable way of building subgroups.</li> <li>❖ "Imagine you are at an international airport. You have been sent there to pick up guests, but you have no idea how they look like. But you know that you are all part of the same culture, meaning that you will use the same greeting. Of course, being at an airport it is very loud and you can't hear anything the people are saying (meaning no talking during the exercise). Now take a look</li> </ul>	



at your card to discover what culture you belong to and try to find your guests by greeting in the particular way!"

- ❖ The concrete process of the game is in strong relation with the amount of learners in your group.
- ❖ You will have to generate at least 3 different groups with at least 3 members.
- ❖ In this instruction, the greeting styles of 7 cultures are prepared.
- ❖ Choose the ones you find fitting most, print out the pages and cut them into cards for the participants.
- ❖ Try to choose the most opposite greetings; if you have another idea of your own, you are welcome to include another greeting style.
- ❖ If you have time left, you can discuss their experiences during the game immediately.
- ❖ Otherwise, you can include the evaluation of the greeting game in the discussion at the end of the session.
- ❖ Very important: Remind them of the "My Apple"-exercise. Of course, there are other greeting styles practised in the following cultures, not only the one that are proposed during this exercise. Make sure that learners are aware of this, so they won't generate just another stereotype about another culture!

#### Activity details

1. As an overview, the following greeting styles are prepared below:

- a) Japanese (formal bow)
- b) Switzerland (3 implied kisses on the cheek – left, right, left)
- c) India (namaste)
- d) Western style (firm handshake)
- e) Egypt (kiss the hands of the older person)
- f) Mexico (strong pat on the shoulder while hugging)
- g) Surfer (shaka)

**You are part of the Japanese culture.**

**To find your guest/host, you will bow formally as a greeting.**

**As a man, keep your arms on the side of your body.  
As a woman, fold your hands on your lap while bowing.**

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**You are part of the Japanese culture.**

**To find your guest/host, you will bow formally as a greeting.**

**As a man, keep your arms on the side of your body.  
As a woman, fold your hands on your lap while bowing.**

### **You are part of the Japanese culture.**

To find your guest/host, you will bow formally as a greeting.

As a man, keep your arms on the side of your body.  
As a woman, fold your hands on your lap while bowing.

### **You are part of the Japanese culture.**

To find your guest/host, you will bow formally as a greeting.

As a man, keep your arms on the side of your body.  
As a woman, fold your hands on your lap while bowing.

### **You are part of the Japanese culture.**

To find your guest/host, you will bow formally as a greeting.

As a man, keep your arms on the side of your body.  
As a woman, fold your hands on your lap while bowing.

### **You are part of the Swiss culture.**

To find your guest/host, you will kiss the cheek three times as a greeting.

Imply a kiss on the left, then the right, and again on the left side of the person in front of you.

## **You are part of the Swiss culture.**

To find your guest/host, you will kiss the cheek three times as a greeting.

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To find your guest/host, you will kiss the cheek three times as a greeting.

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### **You are part of the Swiss culture.**

To find your guest/host, you will kiss the cheek three times as a greeting.

Imply a kiss on the left, then the right, and again on the left side of the person in front of you.

### **You are part of the Indian culture.**

To find your guest/host, you will fold your hands and bow your head as a greeting.

This greeting – which is also popular thanks to many yoga courses – is the Indian Namaste.

Fold your hands in front of your chest and bow your head.

### **You are part of the Indian culture.**

To find your guest/host, you will fold your hands and bow your head as a greeting.

This greeting – which is also popular thanks to many yoga courses – is the Indian Namaste.

Fold your hands in front of your chest and bow your head.

### **You are part of the Indian culture.**

To find your guest/host, you will fold your hands and bow your head as a greeting.

This greeting – which is also popular thanks to many yoga courses – is the Indian Namaste.

Fold your hands in front of your chest and bow your head.

### **You are part of the Indian culture.**

To find your guest/host, you will fold your hands and bow your head as a greeting.

This greeting – which is also popular thanks to many yoga courses – is the Indian Namaste.

Fold your hands in front of your chest and bow your head.

### **You are part of the Indian culture.**

To find your guest/host, you will fold your hands and bow your head as a greeting.

This greeting – which is also popular thanks to many yoga courses – is the Indian Namaste.

Fold your hands in front of your chest and bow your head.

### **You are part of the Western culture.**

To find your guest/host, you will shake hands firmly as a greeting.

Offer your right hand to the person in front of you and shake it firmly 2-3 times.

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### **You are part of the Western culture.**

To find your guest/host, you will shake hands firmly as a greeting.

Offer your right hand to the person in front of you and shake it firmly 2-3 times.

### **You are part of the Western culture.**

To find your guest/host, you will shake hands firmly as a greeting.

Offer your right hand to the person in front of you and shake it firmly 2-3 times.

### **You are part of the Western culture.**

To find your guest/host, you will shake hands firmly as a greeting.

Offer your right hand to the person in front of you and shake it firmly 2-3 times.

### **You are part of the Western culture.**

To find your guest/host, you will shake hands firmly as a greeting.

Offer your right hand to the person in front of you and shake it firmly 2-3 times.

### **You are part of the Egyptian culture.**

To find your guest/host, you will kiss the hands of the older person as a greeting.

Older people are highly respected. This is why instead of just shaking hands you will imply a kiss on the hands of the person in front of you. You do not need to keep score who is older for this exercise.

### **You are part of the Egyptian culture.**

To find your guest/host, you will kiss the hands of the older person as a greeting.

Older people are highly respected. This is why instead of just shaking hands you will imply a kiss on the hands of the person in front of you. You do not need to keep score who is older for this exercise.

### **You are part of the Egyptian culture.**

To find your guest/host, you will kiss the hands of the older person as a greeting.

Older people are highly respected. This is why instead of just shaking hands you will imply a kiss on the hands of the person in front of you. You do not need to keep score who is older for this exercise.

### **You are part of the Egyptian culture.**

To find your guest/host, you will kiss the hands of the older person as a greeting.

Older people are highly respected. This is why instead of just shaking hands you will imply a kiss on the hands of the person in front of you. You do not need to keep score who is older for this exercise.

### **You are part of the Egyptian culture.**

To find your guest/host, you will kiss the hands of the older person as a greeting.

Older people are highly respected. This is why instead of just shaking hands you will imply a kiss on the hands of the person in front of you. You do not need to keep score who is older for this exercise.

### **You are part of the Mexican culture.**

To find your guest/host, you will hug and pat the shoulder of the other person as a greeting.

This is a way of greeting someone familiar. Torso on torso (you do not need to get very close if you don't feel comfortable), almost hugging, you will pat the shoulder of the other person strongly. Please be careful not to hurt the other person out of enthusiasm.

### **You are part of the Mexican culture.**

To find your guest/host, you will hug and pat the shoulder of the other person as a greeting.

This is a way of greeting someone familiar. Torso on torso (you do not need to get very close if you don't feel comfortable), almost hugging, you will pat the shoulder of the other person strongly. Please be careful not to hurt the other person out of enthusiasm.

### You are part of the Mexican culture.

To find your guest/host, you will hug and pat the shoulder of the other person as a greeting.

This is a way of greeting someone familiar. Torso on torso (you do not need to get very close if you don't feel comfortable), almost hugging, you will pat the shoulder of the other person strongly. Please be careful not to hurt the other person out of enthusiasm.

### You are part of the Mexican culture.

To find your guest/host, you will hug and pat the shoulder of the other person as a greeting.

This is a way of greeting someone familiar. Torso on torso (you do not need to get very close if you don't feel comfortable), almost hugging, you will pat the shoulder of the other person strongly. Please be careful not to hurt the other person out of enthusiasm.

### You are part of the Mexican culture.

To find your guest/host, you will hug and pat the shoulder of the other person as a greeting.

This is a way of greeting someone familiar. Torso on torso (you do not need to get very close if you don't feel comfortable), almost hugging, you will pat the shoulder of the other person strongly. Please be careful not to hurt the other person out of enthusiasm.

### You are part of the Surfer culture.

To find your guest/host, you will do the Shaka sign as a greeting.

Make a fist and extend your thumb and little finger. Then you will shake it left and right rather quickly. Make sure that the front of your hand is facing the other person.



### You are part of the Surfer culture.

To find your guest/host, you will do the Shaka sign as a greeting.

Make a fist and extend your thumb and little finger. Then you will shake it left and right rather quickly. Make sure that the front of your hand is facing the other person.



### You are part of the Surfer culture.



To find your guest/host, you will do the Shaka sign as a greeting.

Make a fist and extend your thumb and little finger. Then you will shake it left and right rather quickly. Make sure that the front of your hand is facing the other person.

### You are part of the Surfer culture.



To find your guest/host, you will do the Shaka sign as a greeting.

Make a fist and extend your thumb and little finger. Then you will shake it left and right rather quickly. Make sure that the front of your hand is facing the other person.

### You are part of the Surfer culture.



To find your guest/host, you will do the Shaka sign as a greeting.

Make a fist and extend your thumb and little finger. Then you will shake it left and right rather quickly. Make sure that the front of your hand is facing the other person.

#### Assessment of the activity

N/A

#### References/Further reading

How to greet around the world:

<https://www.youtube.com/watch?v=QLISC-opl0Y>

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Activity Code	Title
W1.R3	Fill-In-the-Blank Stories
<b>Overview</b>	
<p>❖ <i>Purpose:</i> The goal of this activity is for the participants to be able to put in practice the acquired knowledge about figure of speeches.</p> <p>❖ <i>Duration:</i> 20mn</p>	
<b>Instructions</b>	
N/R	
<b>Activity details</b>	
<p>Break participants in small groups of two and provide them with a story with blanks (available in the learner manual); instruct them to fill in the spaces with the indicated figure of speech. Use a timer (10mn). At the end, participants should be allowed to share their stories and discuss their choices.</p>	
<b>Assessment of the activity</b>	
N/R	
<b>References/Further reading</b>	
N/R	
Activity Code	Title
W1.R4	Roots and Branches
<b>Overview</b>	
<p>❖ <i>Purpose:</i> This activity will help participants to:</p> <ul style="list-style-type: none"> <li>- Understand the causes and effects of hate speech</li> <li>- Explore ways of addressing hate speech online by examining the roots of the problem and identifying ways to react against it</li> </ul> <p>❖ <i>Duration:</i> 30mn</p>	
<b>Instructions</b>	
N/R	
<b>Activity details</b>	
<p>Procedure: Participants should be in groups of 2 people. Each group gets a sheet of paperboard and has to draw a hate speech tree with its roots and branches.</p> <p>Each group has to identify and write down some of the things which lead to hate speech online (the 'roots' of the tree), and some of the effects of hate speech (the 'branches').</p>	

Each root can [1] have a deeper cause (root) and each branch a further outcome (higher branch).

As 'trunk' of the tree the following text shall be used, which the participants have to imagine that it has been posted on the internet: "Refugees arriving at the islands and coasts of Europe are terrorists and fanatics, members of the Islamic State. They cross the borders with fake papers and will unleash bloody attacks against us. Chase them out of Europe!"

Each group has 15 minutes and should complete as many branches and roots as they are able to.

Then the groups present their results and display the trees around the room so that everyone can walk around and look at them.

Debriefing – Subjects to be discussed:

Did you notice any interesting differences between the trees produced by the groups? How easy did you find the 'roots' of hate speech? Were there any difficulties? How can we find ways to stop the spread of hate speech on the Internet? How could you use your problem tree to make hate speech against refugees less likely? From the roots and branches mentioned, which can be addressed by teachers at school, so that spreading of hate speech is prevented?

#### Assessment of the activity

N/R

#### References/Further reading

N/R



## Workshop 2: Deconstructing extreme speeches (4 hours)

### Learning outcomes

At the end of the workshop, participants should be able to:

- Identify fake news
- Be aware of fact checking
- Identify trustable sources

### Workshop programme

This session needs PCs, at least one for two participants and one for the educator. Keep this criteria in mind when choosing your venue!

Duration	Material needed	Activity proposed and tips for the educator	Resource
10mn	Training room with chairs place in semi-circle	<i>Welcome</i>  You welcome the participants to the new workshop of the HYPER training. If there is new participants, ask them to introduce themselves in front of the group.	N/A
20mn	Laptop Video projector	<i>Introduction to fake news</i>  Let's begin with a test! Display the W2.PPT1 on a screen and ask the participants if the headline they see is true or false!	W2.PPT1
15mn	Laptop Video projector Internet connection Learner Manual for the participants to take notes One pen per participant	<i>Fake news: 4 tips to detect it</i>  Using a PC, display the following video: <a href="https://www.youtube.com/watch?v=EJDFeXomVvg">https://www.youtube.com/watch?v=EJDFeXomVvg</a>  Tell participants that they can take notes on their learner manual.	N/A

Duration	Material needed	Activity proposed and tips for the educator	Resource
10mn	Paperboard  Markers	<i>Discussion</i>  The game and the video should have made the participants understand how important it is to use technique to verify the information. During the discussion, try to make the group identify the concepts of “fact checking” and “debunking”.	N/A
20mn	Laptop  Video projector  Learner Manual for the participants to take notes  One pen per participant	<i>Lecture: Fact checking</i>  Display the W2.PP2 on the screen. Enunciate clearly and leave time for the participants to be able to ask questions when they arise.	W2.PPT2
25mn	Laptop  Video projector  1 laptop for 2 participants (or 1 per person)  Internet connection	<i>Practical exercise: fact checking</i>  Ask the participant to take their Learner Manual. Display the slide of the W2.PPT3 and ask the participants to read the quotes. Then give them 20mn to fact check these quotes. Remind them that they must quote their sources!  During the last 5mn, go through each quote with the participants and affirm or deny each of them.	W2.PPT3
45mn	1 laptop for 2 participants (or 1 per person)  Internet connection	<i>Fake it or make it</i> Ask the participants to go to: <a href="https://www.fakeittomakeitgame.com/">https://www.fakeittomakeitgame.com/</a> Ask them to play for 40mn to the game in which they will become kings and queens of fake news. Save the last 5mn for debriefing together.	
Duration	Material needed	Activity proposed and tips for the educator	Resource

20mn	Tea Coffee Juice Snacks	<i>Coffee Break</i>  Allow now the participants to have a deserved break!	N/A
20mn	Laptop  Video projector  Internet connection	<i>Video: How fake news grow in a post-fact world</i>  Display the video following the link below: <a href="https://www.youtube.com/watch?v=nkAUqQZCyrM">https://www.youtube.com/watch?v=nkAUqQZCyrM</a> Tell to the participants that they can take notes on their Learner Manual.	
30mn	1 laptop for 2 participants (or 1 per person)  Internet connection	<i>Exercise: Create a poster!</i>  Divide the participants in binomas and ask them to create a poster using the Canva tool. <a href="https://www.canva.com/">https://www.canva.com/</a> The aim of the poster should be warning their pairs about fake news and the importance of fact checking. <i>A reminder about free copyright images could be useful.</i>	
10mn	Laptop  Video projector  Internet connection	<i>Presentation of the posters.</i>  Each group should present its poster and explain it.	
15mn	Paperboard  Markers	<i>Closing session</i>  Ask the participants what they have learnt and how they can reuse that knowledge in identifying extreme speeches.	N/A
240mn			

## How Young People are Engaged by Radicals

## Workshop 3: At the Heart of Democracy (4 hours)

### Learning outcomes

At the end of the workshop, learners should be able to:

- Know about the Universal Declaration of Human Rights
- Know about Democracy (basis of political philosophy, origins of democracy etc.)
- Know about counter-powers (media etc.)
- Understand importance of diversity of opinion, debating, pluralism

### Workshop programme

This session needs PCs, at least one for two participants and one for the educator. Keep this criterion in mind when choosing your venue!

Duration	Material needed	Activity proposed and tips for the educator	Resource
10mn	Training room with chairs place in semi-circle	<i>Welcome</i>  You welcome the participants to the new workshop of the HYPER training. If there is new participants, ask them to introduce themselves in front of the group.	N/A
20mn	Laptop/computer  Video projector  Screen (optional)  Learner manual and pen for the participants to take notes	<i>Lecture: What is democracy?</i>  Display the W3.PPT1 on the screen. Enunciate clearly and leave time for the participants to be able to ask questions when they arise.	W3.PPT1

Duration	Material needed	Activity proposed and tips for the educator	Resource
15mn	Laptop Video projector Internet connection	<i>Video: Why Socrates hated democracy?</i>  Display the video following the link below: <a href="https://www.youtube.com/watch?v=fLJBzhcSWTk">https://www.youtube.com/watch?v=fLJBzhcSWTk</a> Tell to the participants that they can take notes on their Learner Manual. Save the last 5-10 minutes for exchanging with the audience.	Video
25mn	Paperboard Markers	<i>Practical exercise – Reflexion on democracy</i>  After having discussed about the different presentation, the audience will be divided into several small groups (4-5 persons per group). Ask them to prepare a table on a paperboard listing positive and negative points of democracy.	W3.R1
20mn	Learner manual and pen for the participants to take notes	<i>Practical exercise – Debriefing session</i>  Each group previously identified will choose one representative for presenting the results listed on each paperboard.  Tell to the participants that they can take notes on their Learner Manual.	N/A
20mn	Tea Coffee Juice Snacks	<i>Coffee Break</i>  Allow now the participants to have a deserved break!	N/A

## How Young People are Engaged by Radicals

Duration	Material needed	Activity proposed and tips for the educator	Resource
25mn	Learner manual and pen for the participants to take notes	<p><i>Practical exercise: Questionnaire on citizenship and democratic life</i></p> <p>Ask the participant to take their Learner Manual and to answer the questionnaire prepared about citizenship and democratic life. They have 15 minutes for answering the questions. The remaining 10 minutes will be dedicated to give the correct answers.</p>	W3.R2
20mn	Laptop/ computer  Video projector  Screen (optional)  Learner manual and pen for the participants to take notes	<p><i>Lecture – The Universal Declaration of Human Rights</i></p> <p>Display the W3.PPT2 on the screen. Enunciate clearly and leave time for the participants to be able to ask questions when they arise.</p>	W3.PPT2
30mn	Paperboard  White paper  Pens Markers  Universal declaration of human rights (in the learner manual)	<p><i>Practical activity: Game on Human rights</i></p> <p>Divide the participants into 3 groups and propose them a simplified summary of the Universal Declaration of Human Rights.</p> <p>Distribute 3 scenarios (one per group) presenting different stories. Each group will try to identify the articles that could be invoked in this particular case.</p> <p>Save the last 5 minutes for debriefing.</p>	W3.R3



Duration	Material needed	Activity proposed and tips for the educator	Resource
20mn	Laptop/ computer  Video projector  Screen (optional)  Learner manual and pen for the participants to take notes	<i>Lecture: Counter-powers and political pluralism</i>  Display the W3.PPT3 on the screen. Enunciate clearly and leave time for the participants to be able to ask questions when they arise.	W3.PPT3
20mn	Laptop/ computer  Video projector  Screen (optional)  Learner manual and pen for the participants to take notes	<i>Practical exercise: Reflexion on Political Pluralism &amp; Diversity of Opinion</i>  Create pairs and ask the audience to propose a country defending the diversity of opinion and political pluralism and another one that does not support this principle. The last 10 minutes will be dedicated to a general discussion.	W3.R4
15mn	Paperboard  Markers	<i>Closing session</i>  Ask the participants what they have learnt and how they can reuse that knowledge.	N/A
240mn			

## How Young People are Engaged by Radicals

## Additional resources

Activity Code	Title
W3.R1	<b>Practical exercise: <i>Reflexion on democracy and debriefing session</i></b>
<b>Overview</b>	
<ul style="list-style-type: none"> <li>❖ <i>Purpose:</i> The goal of this activity is to test their reflexion and knowledge about citizenship and democratic life</li> <li>❖ <i>Duration:</i> 45mn</li> </ul>	
<b>Instructions</b>	
N/R	
<b>Activity details</b>	
<p>The audience will be divided in small groups of participants (4-5) and exchange between them about the democracy. The previous presentation will propose them a solid basis for discussions and reflexions about the positive and negative points of democracy. All results will be noted on a paperboard through a table listing findings and presented in front of the rest of the audience at the end.</p>	
<b>Assessment of the activity</b>	
N/R	
<b>References/Further reading</b>	
N/R	

Activity Code	Title
W3.R2	<b>Practical exercise: <i>Questionnaire on citizenship and democratic life</i></b>
<b>Overview</b>	
<ul style="list-style-type: none"> <li>❖ <i>Purpose:</i> The goal of this activity is that participants have a reflexion on democratic life and citizenship and their impact in their daily life.</li> <li>❖ <i>Duration:</i> 25mn</li> </ul>	
<b>Instructions</b>	
<p>The answers of this questionnaire will be adapted according to the countries where it will be proposed.</p>	
<b>Activity details</b>	

The participants will complete the questionnaire included in their respective Learner Manual. They will have 15 minutes for filling the 10 questions. The last 10 minutes will be dedicated to the correction of the questionnaire and to discussions.

### Assessment of the activity

Each good answer will give 1 point on a total of 10 points.

### References/Further reading

N/R

Activity Code	Title
W3.R3	Practical exercise: <i>Game on Human Rights</i>
<b>Overview</b>	
<ul style="list-style-type: none"> <li>❖ <i>Purpose:</i> The goal of this activity is to understand the link between the scenarios and the articles listed in the Universal Declaration of Human Rights. The participants should identify the articles corresponding to each case.</li> <li>❖ <i>Duration:</i> 30mn</li> </ul>	
<b>Instructions</b>	
N/R	
<b>Activity details</b>	
<p>The audience will be divided into three groups. Each group will receive a paper with a different scenario explaining a concrete situation and a summarized Universal Declaration of Human Rights. They should read both documents carefully and try to identify the articles that could be invoked in their respective scenarios. Each group will write on white paper or paperboard the different articles and small explanation for each of them.</p> <p><b>Scenario 1:</b>          Ida wants to cross the border to visit her daughter who married a man from the neighbouring country. Immigration staff prevented her from entering on the pretext that she could not afford a hotel in the country.</p> <p><b>Scenario 2:</b>          Ivan works in a car wash company. In winter, his hands are injured by the cold and ice. His boss doesn't want to buy him gloves because it's too expensive. Ivan can't afford them himself. He asks his union for advice. The boss, when he discovered this, fired Ivan.</p>	

**Scenario 3:**

The city's last green space will be transformed into a car park. Ten people from the neighbourhood are demonstrating peacefully in the park, defending the idea of a place where people can relax and children can play. The police intervene by telling demonstrators that they are not allowed to demonstrate and asking them to return home. The demonstrators sat on the ground and refused to move. The police took them by force, injuring some of them.

**Assessment of the activity**

N/R

**References/Further reading**

N/R

Activity Code	Title
W3.R4	<b>Practical exercise: <i>Reflexion on Political Pluralism &amp; Diversity of Opinion</i></b>
<b>Overview</b>	
<ul style="list-style-type: none"> <li>❖ <i>Purpose:</i> The goal of this activity is to identify countries that promote political pluralism and diversity of opinion, and other countries that do not defend this principle.</li> <li>❖ <i>Duration:</i> 20mn</li> </ul>	
<b>Instructions</b>	
N/R	
<b>Activity details</b>	
<p>The participants will form pairs and reflect on a country that promote political pluralism and diversity of opinion, and on another one that do not defend this principle. The answers will be indicated on a white paper and proposed at the end to the whole group.</p>	
<b>Assessment of the activity</b>	
N/R	
<b>References/Further reading</b>	
N/R	

## Workshop 4: Mediation and Alert (4 hours)

### Learning outcomes

At the end of the workshop, learners should be able to:

- Identify signs of radicalization
- Be aware of the procedure to follow (content to be localized, best practices collection)
- Have mediation skills (being able to establish contact with a potential radicalized person)

### Workshop programme

This session needs PCs and the possibility to work with the HYPER online resources. Keep this criterion in mind when choosing your venue!

Duration	Material needed	Activity proposed and tips for the educator	Resource
20mn	Training room	<p><i>Warm up "Map"</i></p> <p>The participants imagine a map of the world on the floor and introduce themselves to a country they have already visited. Then everyone explains what fascinates him about the country and what has irritated him. This way you get to know the participants better and still have topics for the game that you can talk about and that go beyond small talk.</p> <p>Set the warm up in relation to the topic of the HYPER workshops: to get in touch with other cultures and people from other countries is an experience that stands strongly against radicalisation</p>	N/A

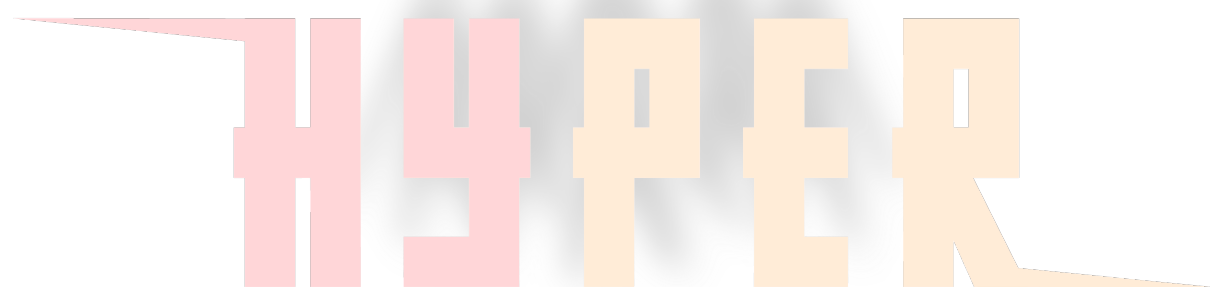
Duration	Material needed	Activity proposed and tips for the educator	Resource
10mn	Laptop/ computer  Video projector  Screen (optional)  Learner manual and pen for the participants to take notes	<i>Introduction: Explore the HYPER Simulation Resources</i>  Display the W4.PPT1 on the screen. Enunciate clearly and leave time for the participants to be able to ask questions when they arise.	W4.PPT1
5mn		Built pairs of two for the exploration of the HYPER simulation resources	
10 mn	Laptop/ computer  Internet Connection  Learner manual and pen for the participants to take notes	<i>Exploration of HYPER simulation resources – round 1</i>  In pairs of two participants explore the HYPER Simulation Resource “How you realize, that you are being radicalized”.  The worksheets provides questions to reflect the content and think about own experiences related to gaming.	W4. Worksheet 1 (in the learner manual)  W4.R1  HYPER Simulation resource Gaming
10mn	Group discussion	Reflect on the simulation resource and the experiences participants have with gaming and friends being actively involved in games	W4. Worksheet 1 (in the learner manual)  W4.R1  HYPER Simulation resource Gaming
5mn		<i>Exploration of the HYPER Self-help resources</i>  Introduce the idea of the HYPER Self- help resources	HYPER Self- Help resources

Duration			Resource
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	Material needed	Activity proposed and tips for the educator	
40 mn	Learner manual and pen for the participants to take notes	<p>Build three groups to work with the HYPER self-help resource Gaming.</p> <p>Each group works on one example from the HYPER self-help resource.</p> <p>Give them 10 min to think about the questions in the self-help resource and prepare their thoughts for sharing with the rest of the group.</p> <p>Take 10 min for a group reflection of the three examples, collect solutions and ideas on flipchart.</p>	HYPER Self-help resource Gaming
20mn	Laptop/ computer  Video projector  Screen (optional)  Learner manual and pen for the participants to take notes	<p><i>Lecture – Identify signs of radicalisation</i></p> <p>Display the W4.PPT2 on the screen. Enunciate clearly and leave time for the participants to be able to ask questions when they arise.</p>	W4.PPT2
20mn	Tea Coffee Juice Snacks	<p><i>Coffee Break</i></p> <p>Allow now the participants to have a deserved break!</p>	N/A
30mn	Paperboard  White paper  Pens Markers	<p><i>Practical activity: The case Leonora Messinger – a German girl that moved to Islamic state</i></p> <p>Moderation game based on an idea by <a href="http://www.gesichtzeigen.de">www.gesichtzeigen.de</a></p>	W4.R2

Duration	Material needed	Activity proposed and tips for the educator	Resource
20 mn	Laptop/ computer  Internet Connection  Learner manual and pen for the participants to take notes	<i>Exploration of HYPER simulation resources – round 2</i>  In pairs of two participants explore the HYPER simulation resources “process (testimony)” and “Politico-Religious Radicalization”  The HYPER self-help resource provides questions to reflect the content and think about own experiences and attitudes.	W4. Worksheet 2 (in the learner manual)  W4.R3  HYPER Simulation resource process (testimony)  HYPER Self- help resource Politico- Religious Radicalization
15 mn	Group discussion and brainstorming	Reflect on the simulation resource and the experiences and ideas participants have to establish contact with somebody being radicalized and what they think should be done in such a case  Collect all thoughts from the brainstorming on a flipchart	W4. Worksheet 2 (in the learner manual)  W4.R3
20 mn	Learner manual and pen for the participants to take notes	<i>Built two groups for working with two HYPER self-help resources</i>  Each group works on one example from the HYPER self-help resource. Give them 10 min to think about the self-help resource and prepare their thoughts for sharing with the rest of the group.  Take 10 min for a group reflection of the two examples, collect solutions and ideas on flipchart.	HYPER self- help resource” Being at a Transitional Stage of Life”  “A Need to dominate and control others”
15mn	Paperboard  Markers	<i>Closing session</i>  Ask the participants what they have learnt and how they can reuse that knowledge.	N/A
240mn			





**How Young People are Engaged by Radicals**

## Additional resources

Activity Code	Title
W4.R1	<b>Practical exercise: <i>Exploration of HYPER simulation resources</i></b>
<b>Overview</b>	
<ul style="list-style-type: none"> <li>❖ <i>Purpose:</i> The goal of this activity is to explore the simulation resources and reflect, how they can be useful in communication with peers</li> <li>❖ <i>Duration:</i> 20mn</li> </ul>	
<b>Instructions</b>	
N/R	
<b>Activity details</b>	
<p>In pairs of two participants explore the HYPER simulation resource “how you realize, that you are being radicalized”. The worksheet in the learner manual provides questions to reflect the content and think about own experiences related to gaming.</p> <p>Group discussion: Reflect on the simulation resource and the experiences participants have with gaming and friends being actively involved in games. Collect their experiences on a flipchart or on cards.</p>	
<b>Assessment of the activity</b>	
N/R	
<b>References/Further reading</b>	
N/R	

Activity Code	Title
W4.R2	<b>Practical activity: <i>The case Leonora Messinger – a German girl that moved to Islamic state</i></b>
<b>Overview</b>	
<ul style="list-style-type: none"> <li>❖ <i>Purpose:</i> The goal of this activity is that participants think of the process of radicalisation. They reflect on signs of radicalisation and think of ways to prevent peers getting involved in the process. The case Leonora Messinger is an example for how difficult it can be to recognise signs and to react in time.</li> <li>❖ <i>Duration:</i> 30mn</li> </ul>	
<b>Instructions</b>	
<p>Built a ring of chairs with the whole group.</p> <p>One participant is needed for reading out the article.</p> <p>The other participants get a card (you can use moderation cards) and write “Stop” on the card.</p>	

<p>One participant is needed to collect results on cards. The collected results are spread on the floor.</p> <p>Let one participant read out the newspaper article.</p> <p>Participants can now stop the reading with their stop card when they think, that there was a sign for radicalisation in the story. Collect the signs on cards and spread them on the floor.</p> <p>The next step is to think about ways to react and to prevent a further radicalisation. Collect suggestions on cards (use another colour) and attach them to the signs of radicalisation you collected before.</p>
<b>Activity details</b>
Moderation game based on an idea by <a href="http://www.gesichtzeigen.de">www.gesichtzeigen.de</a>
<b>Assessment of the activity</b>
N/R
<b>References/Further reading</b>
<a href="https://www.gesichtzeigen.de/angebote/material/spiele/">https://www.gesichtzeigen.de/angebote/material/spiele/</a>

Activity Code	Title
W4.R3	<b>Practical exercise: <i>Exploration of HYPER simulation resources</i></b>
<b>Overview</b>	
<ul style="list-style-type: none"> <li>❖ <i>Purpose:</i> The goal of this activity is to explore the simulation resources and reflect, how they can be useful in communication with peers.</li> <li>❖ <i>Duration:</i> 20mn</li> </ul>	
<b>Instructions</b>	
N/R	
<b>Activity details</b>	
<p>In pairs of two participants explore the HYPER simulation resource “process (testimony)” and “Politico-Religious Radicalization”. The self-help resource provides questions to reflect the content and think about own experiences.</p> <p>Group discussion: Reflect on the simulation resource and the experiences and ideas participants have to establish contact with somebody being radicalized and what they think should be done in such a case.</p> <p>Collect all thoughts from the brainstorming on a flipchart.</p>	
<b>Assessment of the activity</b>	

N/R
<b>References/Further reading</b>
N/R

# HYPER

## How Young People are Engaged by Radicals

## Workshop 5: Open your mind (4 hours)

### Learning outcomes

At the end of the workshop, learners should be able to:

- Know what is multiculturalism
- Understand balance between freedom of speech and violent speeches
- Exercise their critical spirit
- Acquire the skills to create a community of practices among youth

### Workshop programme

This session needs PCs and the possibility to work with the HYPER online resources. Keep this criterion in mind when choosing your venue!

Duration	Material needed	Activity proposed and tips for the educator	Resource
20mn	Training room	<p><i>Warm up: My favourite dish</i></p> <p>The participants stand in a circle. One throws the ball at any participant and asks, "What is your favorite food?" The first round ends as soon as all participants have named their favourite food and the order of who throws to whom, because this should be adhered to. In the next round, the thrower does not say the name of the participant to whom he throws the ball, but mentions the favorite dish and the country the dish originally comes from. Other players can help, if it is difficult to find out the right country.</p> <p>Set the warm up in relation to the topic of the HYPER workshop: to get in touch with other cultures and people from other countries is an experience that stands strongly against radicalisation. Talking about food show directly the influence of many cultures in one's country.</p>	N/A
	Screen, Laptop,	<i>Practical exercise: what is multiculturalism?</i>	W5.R1

30mn	Internet Connection,  White board, Flipchart,  Learner manual and pen for the participants to take notes	<ul style="list-style-type: none"> <li>• Introduction: Display the YouTube video on the screen. <a href="https://www.youtube.com/watch?v=jmpjba-c-IZ4">https://www.youtube.com/watch?v=jmpjba-c-IZ4</a> Short film production about Multiculturalism in Australia, Created at Homebush Boys High for Multicultural day.</li> <li>• Mind map exercise: Create a mind map about multiculturalism with the whole group. The W5.R1 will provide some facts to structure the process.</li> </ul>	
Duration	Material needed	Activity proposed and tips for the educator	Resource
10 mn	Screen, Laptop, Internet Connection	<i>Lecture: concept freedom of speech in a multicultural society</i>	W5.PPT1
40 mn	Laptop/ computer  Internet Connection  Learner manual and pen for the participants to take notes	<i>Practical exercise: freedom of speech</i>  In pairs of two the participants read the abstract on the worksheet in the learner manual.  Then in pairs of two let them choose one card with questions about freedom of speech and give them 5-10 min to think about it and collect their ideas.  Group discussion: Share ideas and open questions with the whole group.	W5.R2
10 mn	Laptop/ computer  Internet Connection  Learner manual and pen for the participants to take notes	<i>Exploration of HYPER simulation resources – round 1</i>  In pairs of two participants explore the HYPER simulation resource on blogs.  The worksheets provide questions to reflect the content and think about own experiences related to blogs.	W5.Worksheet 2  HYPER Simulation resource Blogs

10mn	Group discussion	Reflect on the simulation resource and the experiences participants have with peers stepping deeper in these kind of source.	W5.Worksheet 2
20mn	Tea Coffee Juice Snacks	<i>Coffee Break</i>  Allow now the participants to have a deserved break!	N/A
<b>Duration</b>	<b>Material needed</b>	<b>Activity proposed and tips for the educator</b>	<b>Resource</b>
40mn	Laptop/ computer  Internet Connection  Learner manual and pen for the participants to take notes Paperboard  White paper  Pens Markers	<p><i>Practical activity: Pump up your critical thinking</i></p> <ul style="list-style-type: none"> <li>Exercise 1 (10mn): "Follow the instructions"</li> </ul> <p>Group activity for showing the diversity of solutions for the same problem. Take a moment for participants to reflect on the game before you go on.</p> <ul style="list-style-type: none"> <li>YouTube video: what is critical thinking? <a href="https://www.youtube.com/watch?v=HnJlbqXUnIM">https://www.youtube.com/watch?v=HnJlbqXUnIM</a></li> </ul> <p>Let participants think of a situation where they applied critical thinking, each of them prepares a short note on that. Share the experiences in the group – define what strategies did the participants apply? (15mn)</p> <p>Background material for the tutor: <i>Twenty-One Strategies and Tactics for Teaching Critical Thinking</i> Robert H. Ennis, (2011) <a href="http://www.criticalthinking.net/howteach.html">http://www.criticalthinking.net/howteach.html</a></p> <ul style="list-style-type: none"> <li>How can you reach out to peers to foster critical thinking?</li> </ul> <p>Let participants think of a situation where they had a discussion with others about different views. Share the experiences in the group – define what strategies did the participants apply? (15mn)</p>	W5.R3
<b>Duration</b>			<b>Resource</b>

	Material needed	Activity proposed and tips for the educator	
20mn	<p>Laptop/ computer</p> <p>Internet Connection</p> <p>Learner manual and pen for the participants to take notes</p>	<p><i>Lecture: Community of practice – a way to combat radicalization?</i></p> <p>With the PowerPoint you can introduce the concept of “community of practice”</p>	W5.PPT2
40mn	<p>Flipchart/ Whiteboard</p> <p>Learner manual and pen for the participants to take notes</p>	<p><i>Brainstorming (how to form a community of practice):</i></p> <p>Looking back at the whole peer training – what are your tools, your strategies and ideas? What could be your shared interactions with peers?</p> <p>This is also a summary of the whole training program. Help the participants to remember the different topics they worked on. For reflection you might present some pictures/flipcharts from the workshops sessions to recall all the aspects they worked on.</p> <p>Use the last 5 min for a flashlight feedback on the workshop program.</p>	
240mn			

## How Young People are Engaged by Radicals



## Additional resources

Activity Code	Title
W5.R1	<b>Practical exercise:</b> Mind map multiculturalism
<b>Overview</b>	
<ul style="list-style-type: none"> <li>❖ <i>Purpose:</i> The goal of this activity is to capture the whole picture about multiculturalism</li> <li>❖ <i>Duration:</i> 30mn</li> </ul>	
<b>Instructions</b>	
N/R	
<b>Activity details</b>	
<p>Start your mind map with the word multiculturalism in the middle. You can collect the ideas from the group and structure the mind map or you can let the participants draw the mind map by themselves. Then you might give support in structuring.</p> <p>To make it more concrete and lively for the participants, asks them “How much cultural diversity can you find in your life?”</p> <p>Then the mindmap can start with sections:</p> <p>relationships: family – friends – ...</p> <p>food ...</p> <p>leisure time: Holidays – freetime activities - cultural activities – sports ...</p> <p>languages ...</p> <p>media: literature – film – music – social media ...</p> <p>work/education: workplace – apprenticeship - school – university ...</p> <p>politics</p> <p>fashion</p> <p>...</p>	
<b>Assessment of the activity</b>	
N/R	
<b>References/Further reading</b>	
N/R	

## How Young People are Engaged by Radicals

Activity Code	Title
W5.R2	<i>Practical activity: “Freedom of Speech”</i>
<b>Overview</b>	
<ul style="list-style-type: none"> <li>❖ <i>Purpose:</i> The goal of this activity is that participants understand the concept of freedom of speech</li> <li>❖ <i>Duration:</i> 40 mn</li> </ul>	

Instructions	
<p>In pairs of two the participants read the abstract on the work sheet in their learner manual.</p> <p>You can also show the video on screen. If you present the video provide the text also because the subtitles are not 100% correct 😊.</p> <p>Source: <a href="https://www.bundestkanzlerin.de/bkin-de/aktuelles/kanzlerin-bei-generaldebatte-1698786">https://www.bundestkanzlerin.de/bkin-de/aktuelles/kanzlerin-bei-generaldebatte-1698786</a></p> <p>Video: <a href="https://www.youtube.com/watch?v=DduDrRXz47I">https://www.youtube.com/watch?v=DduDrRXz47I</a></p> <p>Prepare moderation cards with the following questions:</p> <ul style="list-style-type: none"> <li>• Why is the freedom of speech an important right?</li> <li>• Why do you think it is worth protecting?</li> <li>• What is the value in protecting unpopular speech?</li> <li>• When might the government draw reasonable limits to the freedom of speech, and why?</li> </ul> <p>Then in pairs of two let them choose one card with questions about freedom of speech and give them 5-10 min to think about it and collect their ideas.</p> <p>Group discussion: Share ideas and open questions with the whole group.</p>	
Activity details	
N/R	
Assessment of the activity	
N/R	
References/Further reading	

Activity Code	Title
W5.R3	<i>Practical activity: "Follow the instructions"</i>
Overview	
<p>❖ <i>Purpose:</i> The goal of this activity is that participants understand, that is more than one solution to a problem.</p> <p>❖ <i>Duration:</i> 10 mn</p>	
Instructions	

Built a ring with the whole group standing up.  
Give them a blank piece of paper and ask them to hold it in front of them.  
Then they should close their eyes, this is important for the success of this exercise.

Then you ask them:

- ... to fold the paper in half
- ... to tear of the upper right hand corner of their paper
- ... fold in the bottom edge
- ... tear of a piece from the bottom
- ... fold the paper into a triangle
- ... tear of one of the points of the triangle
- ... turn the paper over
- ... and tear off a portion along the top edge
- ... ask them to open up their papers
- ... and open up their eyes

#### Activity details

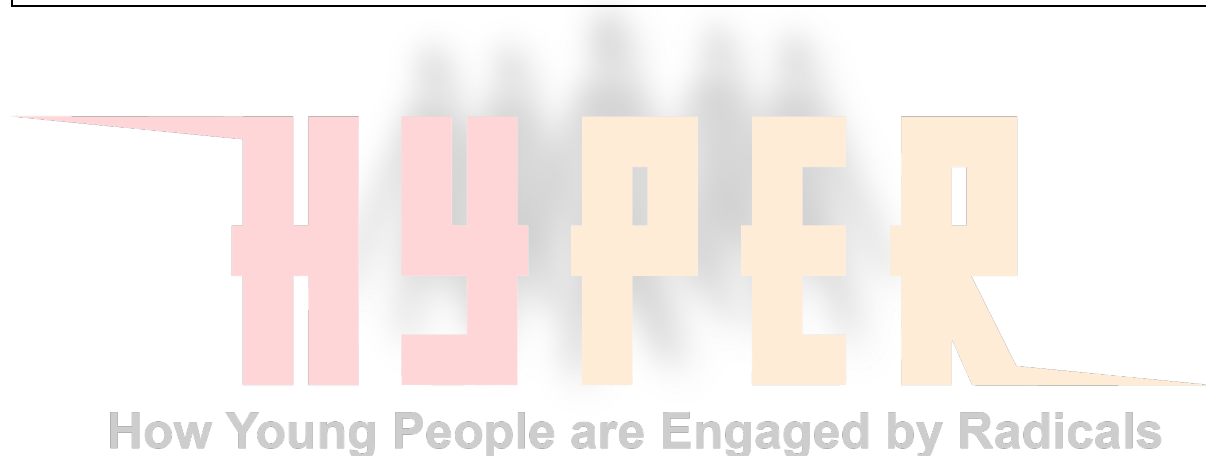
N/R

#### Assessment of the activity

N/R

#### References/Further reading

Source : <https://www.youtube.com/watch?v=pmh0E99LpK8>



# HYPER

## How Young People are Engaged by Radicals



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