# IN-SERVICE TRAINING PROGRAMME FOR FRONT-LINE YOUTH WORKERS

## Handbook for Learners

How Young People are Engaged by Radicals

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## Introduction

This handbook is intended for participants of the educational program titled In-service Training Programme for Front-line Youth Workers.

This training programme supports the continuous professional development of everyone who works directly with young people, especially with adolescents. All workers who advise parents of teens can acquire unique knowledge and skills from this training programme too.

The training programme includes 20 hours of learning in a classroom and 20 hours of self-directed learning.

After completing this training programme, you will be able to:

- Play a more active role in the prevention of dangerous radicalisation of young people.
- Give an explanation of the essential terms like radicalisation, radicalism, extremism or terrorism.
- Provide better protection for young people from dangerous online radicalisation threats.
- Utilise 12 audio-visual educational resources developed within the HYPER project in the prevention of the youth radicalisation.
- Explain why we use the special term "radicalisation leading to violence".
- Talk to young people about radicalisation in the right way.
- Illustrate why the internet is a favourite tool for radicals.
- Name and briefly describe four types of extremism.
- Recognise warning signs of ongoing radicalisation in a young person and respond appropriately.
- Be better front-line youth worker.

## PART 1 – LEARNING IN CLASSROOM

**↓ ACTIVITY 1 ↓**

**Opening of the training programme**

Your task will be to select the three objectives you consider most attractive or most needed. You will get three small coloured paper circles that you should use to mark your chosen objectives.

You can choose from the following objectives.

**After completing the training programme you will be able to:**

- **Play a more active role in the prevention of dangerous radicalisation of young people.**
- **Give an explanation of the essential terms like radicalisation, radicalism, extremism or terrorism.**
- **Provide better protection for young people from dangerous online radicalisation threats.**
- **Utilise 12 audio-visual educational resources developed within the HYPER project in the prevention of the youth radicalisation.**
- **Explain why we use the special term "radicalisation leading to violence".**
- **Talk to young people about radicalisation in the right way.**
- **Illustrate why the internet is a favourite tool for radicals.**
- **Name and briefly describe four types of extremism.**
- **Recognise warning signs of ongoing radicalisation in a young person and respond appropriately.**
- **Be better front-line youth worker.**

Please, answer the following questions:

- What is your name, and what is your profession?
- What learning objectives have you selected and why?
- Could you add some interesting information about yourself, such as your hobbies, favourite activities or something else?

**↑ END OF ACTIVITY 1 ↑**

## ↓ ACTIVITY 2 ↓
## Are the radical ideas good or bad? When is radicalism dangerous and when is it not?

Radical ideas and radical groups and movements have been part of our lives in the past and are part of our lives in the present time too. You can watch some of below videos about radical movements and terrorist groups. Please notice in the videos which people use violence as a means to push their ideas and who do not use violence.

Video: Gandhi - Human Rights Activist | Mini Bio | Biography
https://www.youtube.com/watch?v=ept8hwPQQNg

Video: Greta Thunberg's emotional speech to EU leaders
https://www.youtube.com/watch?v=FWsM9-_zrKo

Video: Violence returns to Paris marking a year since yellow vest protests began
https://www.youtube.com/watch?v=nJBLiWdYcNM

New amateur footage of Charlie Hebdo terrorist attack
https://www.youtube.com/watch?v=oODuTiw1tYE

Video: CCTV images show Sri Lanka's terrorist attack suspected suicide bomber
https://www.youtube.com/watch?v=7xCYZEFF4ck

**Your next task is to find synonyms of the word RADICAL.**

People have different opinions and beliefs. It is natural that they also talk about them. They try to convince other people of their opinions and sometimes to promote changes in their family, community or society. If some views are very distant from the majority view, we call them RADICAL. According to a dictionary, the adjective RADICAL means being very far from the centre of public opinion.
Radical thinking is not a crime in itself, and young people often sympathize with more or less radical changes in society. Radical thinking becomes dangerous when it leads an individual to engage in violence and illegal activities as a means of achieving political, ideological or religious goals.

## ↑ END OF ACTIVITY 2 ↑

## ↓ ACTIVITY 3 ↓
## What is radicalisation? Why do we use the term ”radicalisation leading to violence”?

Two definitions of radicalisation:

- Radicalisation is the process of adopting extreme opinions and belief systems.

- Radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo or contemporary ideas and expressions of the nation. A radical is a person who wishes to effect fundamental political, economic or social change from the ground up. Radicalisation can be both violent and nonviolent. It´s important not to equate radicalism and terrorism. But radicalisation can be a path to terrorism.

Canadian non-profit organization CPRLV (Centre for the Prevention of Radicalisation Leading to Violence) use the term "radicalisation leading to violence" to distinguish between violent and non-violent radicalisation. The following text is on the website of this organization.

**Is violent and non-violent radicalisation the same thing?**
It is important to distinguish between violent and non-violent radicalisation. Sometimes people who are firmly entrenched in their own beliefs may adopt positions that, while radical, may not necessarily be opposed to democratic norms and values. Such radicalisation would not be considered violent.
Moreover, nonviolent radicals may play an extremely positive role in their communities as well as in a larger political context. Most progress in democratic societies has been the result of some form of radicalisation. Martin Luther King, Gandhi and even Nelson Mandela were all considered radicals in their day. When firmly established ways of thinking and doing things are contested via a radical critique of certain aspects of the social system, this may cause society to evolve in a positive direction.
Radical viewpoints become problematic when they legitimize, encourage or validate violence or forms of violent extremist behaviours—including terrorism and violent hate acts—in order to further a particular cause, ideology or worldview. Individuals who are undergoing a process of violent radicalisation may encourage, assist in or carry out violence in the name of a specific belief system because they are categorically convinced their system of beliefs is absolute and exclusive.

Please, read the above text and try to answer the following questions:

- Why is the special term "radicalisation leading to violence" used?
- Are young people more radical than older people?
- Can you name some radical groups using violence or illegal activities in our country?
- Are there any politicians calling for violence in our country?

HYPER project website is http://www.hyper-project.eu/

**↑ END OF ACTIVITY 3 ↑**

**↓ ACTIVITY 4 ↓**
**The responsibility of front-line educators in the field of radicalisation of young people**

When tragedy associated with radicalism or terrorism occurs, it always turns out that there were warning signals and signs before the tragedy. Radicalisation is a process that takes longer. People

around the affected person can perceive and see changes and signs. Unfortunately, people are rather comfortable and do not want to solve problematic situations and behaviour. After the tragedy, parents are blamed on teachers and institutions, and vice versa, institutional officials blame parents. Police often claim that they had none or insufficient information about the risk of a violent act. Although the ideologies, motivations, political convictions and religious beliefs may differ, terrorists share one thing in common — they always go through phases of radicalisation and planning of their violent actions. During this process, indicators can be observed by friends, relatives, educators or various stakeholders. Timely and appropriate reporting of threats can make a difference between life and death for potential victims.

As front-line workers working with young people, you have some responsibility for their upbringing and behaviour. Society expects you to notice signs of dangerous processes such as drug abuse or bullying or radicalisation leading to violence. And the public expects that you will not ignore these signals. For example, a teacher should notice when the pupil goes to school repeatedly under the influence of drugs, and when his addiction is manifested for a longer time in his behaviour. Of course, the teacher can ignore it, but it is not right. Once something serious happens, classmates and people around say that the symptoms were visible and nobody has done anything.

In light of the threat of radicalisation leading to violence, each of us has a role to play in preventing violent behaviour. We should be aware of the possibility that some students could become radicalised to violence. Being better informed, having a better understanding and knowing the resources available will help us to be better equipped to face the situation.

Your task is to discuss these questions.

- To what extent do you feel competent to detect the signals of radicalisation leading to violence?
- What tools do you use to detect dangerous radicalisation signals?
- What responsibility does the family play and what educators?
- Should educators and front-line workers be trained in this area?

**↑ END OF ACTIVITY 4 ↑**

**↓ ACTIVITY 5 ↓**

**What are the warning signs of radicalisation?**

Please, try to answer the following questions:

- How long does it take to radicalise teenagers?
- What are their appearance and behaviour changes during the radicalisation process?
- What are their Internet behaviour changes during the radicalisation process?

There is no single route to radicalisation. However, there are some behavioural signs that could indicate that teenagers have been exposed to radicalising influences. Radicalisation in a teenager can last a long period of time. In some cases, it is triggered by a specific incident or news item and can happen much quicker. Sometimes there are clear warning signs of radicalisation, in other cases, the changes are less obvious.

The teenage years are a time of great change and young people often want to be on their own, easily become angry and often mistrust authority. This makes it hard to differentiate between normal teenage behaviour and attitude that indicates your pupils may have been exposed to radicalising influences.

The following behaviours listed here are intended as a quick guide to help you identify possible radicalisation[1]:

**Outward appearance**

- Becoming increasingly argumentative
- Refusing to listen to different points of view
- Unwilling to engage with children who are different
- Becoming abusive to children who are different
- Embracing conspiracy theories
- Feeling persecuted
- Changing friends and appearance
- Distancing themselves from old friends
- No longer doing things they used to enjoy
- Converting to a new religion
- Being secretive and reluctant to discuss their whereabouts
- Sympathetic to extremist ideologies and groups

**Online behaviour**

- Changing online identity
- Having more than one online identity
- Spending a lot of time online or on the phone
- Accessing extremist online content
- Joining or trying to join an extremist organisation

If you register only one sign, there is no reason to panic. Once you notice several of the above signs, it's time to look into it and take action.

**↑ END OF ACTIVITY 5 ↑**

**↓ ACTIVITY 6 ↓**
**Which young people are more at risk of radicalisation?**

Please, try to answer the following questions:

- Which young people are more at risk of radicalisation?
- Why do young people listen to radicals?

The process of radicalisation is different for each young person, but there are some factors which can lead to young people becoming radicalised. Underpinning the radicalisation process is an

[1] *Source: www.educateagainsthate.com*

extremist ideology that seems appealing and credible, often because it appears to make sense of the young person's feelings of grievance or injustice.

Personal vulnerabilities or local factors can make a young person more susceptible to extremist messages. These may include:

- Sense of loneliness
- Behavioural problems
- Problems at home
- Strong feelings of injustice
- Lack of self-esteem
- Criminal activity
- Being involved with gangs
- The desire to belong to a group

Young people don't need to meet people to fall for their extremist beliefs. The internet is increasingly being used by extremist groups to radicalise young people. These groups will often offer solutions to feelings of being misunderstood, not listened to, or being treated unfairly.

**↑ END OF ACTIVITY 6 ↑**

**↓ ACTIVITY 7 ↓**
**How should we talk to teenagers about extremism?**

Please, try to answer the following questions:

- Is it even possible to talk to teenagers about serious topics?
- How to start talking about extremism?
- How to behave during a conversation?
- How to promote teenagers in openness and sharing their views?

If you're worried your pupil is being exposed to extremist influences or has been radicalised, talking to them might be challenging. Here are some ideas about how to make it.

It's never easy to start a serious conversation with a teenager. If you're too forceful, teenager may clam up; if you're too subtle, you could end up discussing something completely different. Here are some helpful tips:

- Prepare a situation in which your teenager feels comfortable without pressure and stress from your conversation.
- Do not push the teenager into communication too much.
- Ask them questions about their opinions.
- Let them talk without interruptions.
- Be interested in their opinions on this topic and respect their opinions.
- Listen actively.
- Appreciate their openness and sharing views and thank them for the conversation.

It's essential to think about where and how to raise the subject of extremism with the teenager. Choose a place they feel at ease. Make it a time when you're unlikely to be interrupted.

When you're chatting with a teenager, take care to listen:

- Ask them questions that don't result in a yes or no answer. It gives them the chance to tell you what they really think.
- Let them talk without interrupting, and encourage them by asking supplementary questions.
- Do not criticize their opinions and shared ideas. It could easily ruin the conversation and destroy trust.
- Be honest with them about your thoughts on extremism, but do not speak too much and do not try to convince them immediately.

Your pupils must know they can talk to you in confidence. If they don't feel comfortable talking to you, suggest they talk to other people they trust, or to organisations that specialise on extremism.

**↑ END OF ACTIVITY 7 ↑**

**↓ ACTIVITY 8 ↓**
**Four types of extremism**

The task of your group will be to prepare a short presentation about an extremist group or extremist movement.

Extremist organisations and movements can be divided into four types of extremism:

- Right-wing extremism
- Left-wing extremism
- Single-issue extremism
- Politico-religious extremism

Each group can choose one extremist organisation as the topic of their presentation. But each group will choose from a different type of extremism. There are the following 4 lists of extremist organisations and movements, and you should choose one for your presentation.

- **Examples of right-wing extremist groups and movements**

KU KLUX KLAN, CHURCH OF THE CREATOR, HERITAGE FRONT (HF), BLOOD & HONOUR, COMBAT 18 (C18), GOLDEN DAWN, HAMMERSKINS NATION, ARYAN GUARD, SKINHEAD MOVEMENT

- **Examples of left-wing extremist groups and movements**

ANONYMOUS, BLACK BLOC, ANARCHISM, RED AND ANARCHIST SKINHEADS (RASH), INTERNATIONALIST RESISTANCE (IR), SKINHEADS AGAINST RACIAL PREJUDICE (SHARP)

- **Examples of single-issue extremist groups and movements**

ANIMAL LIBERATION FRONT (ALF), EARTH LIBERATION FRONT (ELF), FREEMEN ON THE LAND

- **Examples of politico-religious extremist groups and movements**

AL QAIDA, AL SHABAAB, AUM SHINRIKYO (AUM), BOKO HARAM, HAMAS, HIZBALLAH, LIBERATION TIGERS OF TAMIL EELAM (LTTE), MANMASI NATIONAL CHRISTIAN ARMY, TALIBAN

The presentations must contain at least basic information about the extremist organisation and information about its illegal activities or violent activities. You can inspire yourselves by the following example of the information that the presentation should contain.

**An example of presentation content**

**The name of the extremist organisation:** BLOOD & HONOUR

**Basic Information:** Blood & Honour is known as a network for the promotion of neo-Nazi music. The name Blood & Honour is the same as the slogan of the Hitler Youth, "Blut und Ehre" (Blood and Honour). The founder of the group, Ian Stuart Donaldson, was the singer and leader of the extreme right British rock band Skrewdriver advocating neo-Nazi convictions. Ian Stuart Donaldson died in 1993 but is still revered by the organization. Blood & Honour publishes a magazine promoting neo-Nazism through interviews with extreme right musical groups and the promotion of concerts featuring White power musical groups. Blood & Honour has several official divisions in approximately twenty countries, including Great-Britain, the United States, Italy, Belgium, France, and Spain.

**Illegal or violent activities:** The various divisions of Blood & Honour organize concerts and white pride rallies that bring together skinheads and other neo-Nazi supporters. Many acts of violence are attributed to members affiliated to the group. For example, in 2012, in British-Columbia, two members were charged with hate crime and aggravated assault against a citizen of Filipino origin.

Each group will show its presentation later, with the type of extremism that is relevant.

**↑ END OF ACTIVITY 8 ↑**

**↓ ACTIVITY 9 ↓**
**Right-Wing Extremism**

**Information about Right-Wing Extremism**
A form of radicalisation associated with fascism, racism, supremacism, and ultranationalism. This form of radicalisation is characterized by the violent defence of racial, ethnic or pseudo-national identity, and is also associated with radical hostility towards state authorities, minorities, immigrants or left-wing political groups.
These groups usually do not have many members and the members often change groups or belong to several groups at the same time. When new groups are created, it does not necessarily mean that new members join the right-wing extremism. Extreme right groups, often led by charismatic leaders, can be short-lived or serve as facades. Right-wing extremism encompasses a large, loose, heterogeneous collection of groups and individuals espousing a wide range of grievances and positions; these groups can sometimes be in conflict with each other. The members use various

symbols taken from the extreme right ideology to identify affiliation to a group. These symbols may appear on clothes, tattoos, and graffiti. Particular nonverbal gestures may also suggest an association with a group such as for example the Nazi salute.

**Examples of right-wing extremist groups and movements**
KU KLUX KLAN, CHURCH OF THE CREATOR, HERITAGE FRONT (HF), BLOOD & HONOUR, COMBAT 18 (C18), GOLDEN DAWN, HAMMERSKINS NATION, ARYAN GUARD, SKINHEAD MOVEMENT

The group that was responsible for the preparation of the presentation about this type of extremist group or movements should present its presentation to others.

**↑ END OF ACTIVITY 9 ↑**

**↓ ACTIVITY 10 ↓**
**Left-Wing Extremism**

**Information about Left-Wing Extremism**
A form of radicalisation that focuses primarily on anti-capitalist demands and calls for the transformation of political systems considered responsible for producing social inequalities. The groups often may ultimately use violent means. These groups include anarchist, Maoist, Trotskyist and Marxist–Leninist groups.
Left-wing extremism is a vast political movement sharing a number of beliefs that reject capitalism, Western democracy, imperialism, and militarism. These extreme beliefs, attitudes and positions sometimes promote violence, often against the authorities, and even lead to acts of terrorism. Left-wing extremism draws its inspiration from the radical interpretation of different doctrines such as Maoism, Trotskyism, Castroism and Marxism-Leninism. In contrast to right-wing extremists, left-wing extremists tend to be more discreet. They do not use many symbols; they usually only use their logo.

**Examples of left-wing extremist groups and movements**
ANONYMOUS, BLACK BLOC, ANARCHISM, RED AND ANARCHIST SKINHEADS (RASH), INTERNATIONALIST RESISTANCE (IR), SKINHEADS AGAINST RACIAL PREJUDICE (SHARP)

The group that was responsible for the preparation of the presentation about this type of extremist group or movements should present its presentation to others.

**↑ END OF ACTIVITY 10 ↑**

**↓ ACTIVITY 11 ↓**
**Single-Issue Extremism**

**Information about Single-Issue Extremism**
This category encompasses groups that are neither associated with left-wing extremism nor right-wing extremism. A sole issue essentially motivates this form of radicalization. This category

includes, for example, radical environmental or animal rights groups, anti-abortion extremists, specific anti-gay/anti-feminist movements, and ultra-individualist or independent extremist movements that use violence. Mass murderers whose motivations are partially or wholly ideological may also fall under this category.

**Examples of single-issue extremist groups and movements**
ANIMAL LIBERATION FRONT (ALF), EARTH LIBERATION FRONT (ELF), FREEMEN ON THE LAND (FMOTL)

The group that was responsible for the preparation of the presentation about this type of extremist group or movements should present its presentation to others.

**↑ END OF ACTIVITY 11 ↑**

**↓ ACTIVITY 12 ↓**
**Politico-Religious Extremism**

**Information about Politico-Religious Extremism**
A form of radicalization leading to violence associated with a political interpretation of religion. Any religion may spawn this type of violent radicalization. Religious terrorists are often willing to murder because they believe that they are in the service of God. They have no sympathy for their victims because they view those victims as enemies of God. And they readily sacrifice their own lives because they expect huge afterlife rewards.

**Examples of politico-religious extremist groups and movements**
AL QAIDA, AL SHABAAB, AUM SHINRIKYO (AUM), BOKO HARAM, HAMAS, HIZBALLAH, LIBERATION TIGERS OF TAMIL EELAM (LTTE), MANMASI NATIONAL CHRISTIAN ARMY, TALIBAN

The group that was responsible for the preparation of the presentation about this type of extremist group or movements should present its presentation to others.

**↑ END OF ACTIVITY 12 ↑**

**↓ ACTIVITY 13 ↓**
**How can parents keep a young teenager safe from online threats?**

Parents sometimes ask teachers and front-line workers for advice and ask them how to protect their children on the Internet. Parents are often confused about this issue because their children, especially teenagers, understand the Internet and the digital world much better than they do. This activity prepares you for parents' questions in the area of digital threats.

Please, try to answer the following questions:

- Should parents be interested in what their teenager does on the Internet?

- Should parents and their children agree on some rules for spending time on the Internet?
- Which topics should they discuss together to increase children's protection on the Internet?

Parents should talk to young people about online safety and explain the dangers. They should explain what critical thinking is and show it on practical examples.
Here are helpful suggestions to keep teenagers safer:

- Speak with them about what they do online
- Ask them to show you some of their favourite sites
- Show an interest in who their friends are online
- Ask them how they decide who to be friends with
- Try and get them to friend you online too
- Agree the amount of time they spend online and the sites they visit
- Raise the issue of inappropriate content. Have they seen any?
- Make sure they know how to report abuse online

Teenagers don't think of people they have met online through social networking and online games as strangers – they are just online friends. Parents can point out that it's a lot easier for people to lie online than it is in real life. Ideally, parents should be friends with their teenager on social media, but if they resist, they can ask a friend or family member they both trust to try.

Parents should take an interest in their teenager's online activities in the same way they do with their offline activities. What criteria do teenagers use for choosing friends? How come they have so many online friends? Don't be afraid to ask, as it's important to discuss online safety with them.

Parents should agree on some ground rules together with children, and consider the amount of time they are allowed to spend online, the websites they visit and the activities they take part in.

Parents can discuss with them the privacy settings on their social media accounts to keep personal information private. Parents should talk to them about what to do if they see worrying or upsetting content or if someone contacts them and makes them feel anxious or uncomfortable.

There are some great websites to help parents learn more about online safety. Parents can find some of them on Google.

**↑ END OF ACTIVITY 13 ↑**

**↓ ACTIVITY 14 ↓**
**What should I do if I think my pupil is being radicalised?**

Please, try to answer the following questions:

- What steps can you undertake when you are concerned that your pupil is being radicalised?
- Is it a good idea to talk to her/him openly?
- Is it appropriate to contact school management, parents, a specialised organization, or the police?

If you are worried that your pupil is being radicalised, you have a number of options. Talking to him/her is a good way to gauge if your instincts are correct, but you might prefer to share your concerns with someone else.

If you'd prefer to speak with someone else before talking with your pupil, there are a number of options, people and organisations you can turn to for help and advice:

- Discuss the issue with other teachers or with parents. Explain your worries and find out if they have noticed anything out of the ordinary. Hearing another perspective may help you decide if something is wrong.
- Organise a meeting with the school management. They should be able to advise you on the best approach or recommend some expert who is able to help.
- Local police force or local authority can also provide advice and support. If your pupil has not committed a criminal offence, speaking to the police or local authority will not get him/her into trouble. You will discuss your concerns and ask for suggestions on how to best protect your pupil.

**↑ END OF ACTIVITY 14 ↑**

**↓ ACTIVITY 15 ↓**
**How can parents protect teens from extremist online influences?**

As we already mentioned, parents sometimes ask teachers and front-line workers for advice and ask them how to protect their children on the Internet. This activity prepares you for parents' questions in the area of online extremist influences.

Please, try to answer the following questions:

- How to protect children from extremist online influences?
- Is it possible to isolate a child from the Internet nowadays?
- What skills and knowledge can help a child encounter radical threats on the Internet?
- What steps can parents make?

Being honest with teens and talking to them regularly is the best way to help keep them safe. Parents should be interested in the child's views and opinions and maintain an open relationship based on mutual trust. Remember that a child's safety extends to their online activity, too. Discussions about sex and drugs with teens are awkward but necessary. It's important to talk to them about extremism and radicalisation, too. Listening to children and giving them the facts will help them challenge extremist arguments and prevent threats of radicalisation.

Extremist groups' use of the internet and social media has become a productive way for them to spread their ideology. Therefore to help keep children safe parents should:

- Talk to children about staying safe online.
- Keep an eye on the sites children are visiting.

- For younger children, use parental controls on browsers, games and social media to filter or monitor what children can see.
- Remember that even young children may be exposed to extremism online.
- Be interested in the child's views and opinions and maintain an open relationship based on mutual trust.

Trying to forbid children using the internet and mobile devices is not a realistic solution. Instead, parents should teach them to understand that, just because something appears on a website, it doesn't mean it's factually correct. Learn teens use critical thinking.

Parents should be aware that individuals and groups with extremist views use the internet and social media to spread their ideologies. Children spend a lot of time online, and this has made them more susceptible to extremism.

Extremist groups tap into young people's insecurities. They often claim to offer answers and promise a sense of identity that vulnerable young people often seek. These feelings of insecurity can become more heightened when a child is feeling:

- Marginalised from society
- Trapped between two cultures
- Excluded from the mainstream

As part of their recruitment strategy, extremist groups also work to undermine the authority of parents. This can be particularly attractive to vulnerable children who don't have parental guidance, or who come from unstable homes.
Extremist groups also use very sophisticated methods to trigger feelings of anger, injustice and shame that a child might feel towards a parent.
But it's important to remember that any child can be affected by extremism. Parents can play a vital role by providing emotional support that acts as an alternative to the extremist narratives that teens might believe.

It's not easy to talk to teens about the dangers of extremism, but as with issues such as sex and drugs, it's necessary. Parents should give a child a safe space where they can talk about difficult subjects.

**↑ END OF ACTIVITY 15 ↑**

**↓ ACTIVITY 16 ↓**
**Which teens are vulnerable to radicalisation?**

Please, try to answer the following questions:

- Which teens are more prone to radicalisation?
- Are there any factors of vulnerability that I should watch as a parent or front-line worker?

Teens from all kinds of family backgrounds can become radicalised. Here are some of the common factors to watch. As a parent or front-line worker, you'll likely recognise any of these factors or changes in behaviour before anyone else, and will be able to use your judgement to know whether

a teen is vulnerable. The following behaviours are a guide, and it's important to remember that anyone can be affected by radicalisation. Factors of vulnerability:

- Struggling with a sense of identity
- Distanced from their cultural or religious background
- Difficulty fitting in with the culture in the country you live
- Questioning their place in society
- Family problems
- Experiencing a traumatic event
- Experiencing racism or discrimination
- Difficulty in interacting socially, lacking empathy or not understanding the consequences of their actions
- Low self-esteem

Any of these issues make teens more susceptible to believing that extremists' claims are the answer to their problems.

External factors play their part too, such as community tension, events affecting the country or region where they or their parents are from, or having friends or family who has joined extremist groups. Exposure to one-sided points of view all contribute to the process of radicalisation.

**↑ END OF ACTIVITY 16 ↑**

**↓ ACTIVITY 17 ↓**
**Explore the first two HYPER Simulation Resources**

The HYPER Simulation Resources are a suite of simulation resources that show the process of radicalization in different social media channels. The resources show how those seeking to subvert vulnerable youth are using pervasive on-line social media platforms and tools to identify, single-out and get to their intended targets.

You can find all HYPER Simulation Resources at the learning platform of the HYPER project website: http://hyper-project.eu/

In pairs of two participants explore the hyper simulation resource called "How you realise, that you are being radicalised".
Discuss the following questions related to gaming.

- What are your own experiences with gaming?
- What are your experiences with youth in relation to gaming?
- What are the warning signs of radicalisation highlighted in this resource?
- What is your experience with youth warning signs of radicalisation?
- How could you use this resource in your daily work with youth?

In pairs of two participants explore the hyper self-help resource named "Computer games in the process of radicalisation".

Discuss the following questions to reflect the content and think about the youth you work with and how this resource could be helpful for them.

- What are your own experiences with youth in situations as described in the self-help resource?
- How can you strengthen peer leaders to prevent radicalisation through gaming in their peer groups?
- How could this resource be helpful in your daily work?

**↑ END OF ACTIVITY 17 ↑**

**↓ ACTIVITY 18 ↓**
**Explore the next HYPER Simulation Resource**

In pairs of two participants explore the Hyper simulation resource about the blogs.

You can find all HYPER Simulation Resources at the learning platform of the HYPER project website: http://hyper-project.eu/

The following questions help to reflect the content and think about your own experiences relating to youth and blogs.

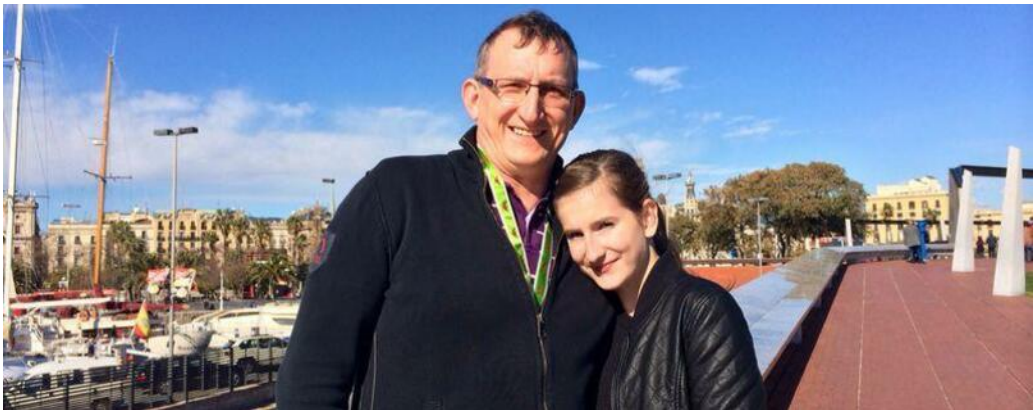
- What are your own experiences with blogs? What purpose do you use them for?
- What are the warning signs for radicalisation highlighted in this resource?
- Do you have any experience with teens talking about this?
- How would you establish contact with somebody being radicalised like that and what do you think should be done in such case?

**Practical activity**
The case Leonora Messinger – a German girl that moved to the Islamic state
Moderation game based on an idea by www.gesichtzeigen.de

Source: The following text is an abstract of an article from the German Newspaper "Der Tagesspiel", 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.



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

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 run 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 pubesty 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 offical picture of the marriage.

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.

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.

**↑ END OF ACTIVITY 18 ↑**

**↓ ACTIVITY 19 ↓**
**Explore the two HYPER Training Programmes for peers and for parents, youth volunteers and guardians**

In this activity, we will have a look at two training programmes developed within the project Hyper, namely:

- The Hyper Peer Training Programme
- The Hyper Induction Training Programme

**The HYPER peer training programme** is composed of 5 workshops lasting 4 hours for a total of 20 hours of face-to-face learning. The curriculum and the learner manual aim at providing to youth trainers the material and guidance needed to implement these workshops.
**The HYPER Induction training programme** helps parents, youth volunteers and guardians to face better the risk of radicalisation of youth and handle these increasing threats. The training programme includes 15 hours of learning in a classroom and 10 hours of self-directed learning.

**↑ END OF ACTIVITY 19 ↑**

**↓ ACTIVITY 20 ↓**
**Overall evaluation of the training programme?**

Dear participants,
We want to ask you for an overall evaluation of the training programme. Would you please fill in the short following questionnaire? The questionnaire is devoted to quality assessment.

## QUALITY EVALUATION

**Please evaluate the quality of the training programme by rating the below statements. Please use the following rating scale.**

| 1 – Strongly disagree | 2 - Disagree | 3 - Undecided | 4 – Agree | 5 – Strongly agree |
|---|---|---|---|---|

**Please, mark with an X your answer**

| Evaluated aspect | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| The training agenda was clear and well prepared. | ☐ | ☐ | ☐ | ☐ | ☐ |
| The training started on time. | ☐ | ☐ | ☐ | ☐ | ☐ |
| The training objectives were clearly stated. | ☐ | ☐ | ☐ | ☐ | ☐ |
| The training was engaging enough. | ☐ | ☐ | ☐ | ☐ | ☐ |
| The presentations and videos used in training were relevant and of good quality. | ☐ | ☐ | ☐ | ☐ | ☐ |
| The learning activities were well structured. | ☐ | ☐ | ☐ | ☐ | ☐ |
| The HYPER project website has been presented in-depth enough. | ☐ | ☐ | ☐ | ☐ | ☐ |
| The trainer's expertise was very good. | ☐ | ☐ | ☐ | ☐ | ☐ |
| The trainer's communication skills were of a high standard. | ☐ | ☐ | ☐ | ☐ | ☐ |
| The classroom was large enough. | ☐ | ☐ | ☐ | ☐ | ☐ |
| The quality of the WIFI was sufficient. | ☐ | ☐ | ☐ | ☐ | ☐ |
| Technical equipment (tables, chairs, projector, flipchart, etc.) was fully functional. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I was satisfied with refreshment offer during the coffee breaks (water, coffee, tea, etc.). | ☐ | ☐ | ☐ | ☐ | ☐ |
| The training objectives were achieved. | ☐ | ☐ | ☐ | ☐ | ☐ |
| My overall training expectations were fulfilled. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I feel that my knowledge has improved by taking the training. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I feel that my skills have improved by taking the training. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I will use HYPER learning resources and outputs in my work. | ☐ | ☐ | ☐ | ☐ | ☐ |

**Thank you for your evaluation!**

You can also add some verbal evaluation. For example, you can answer the following questions:

- How would you evaluate the outgoing educational program?
- What did you like?
- Which of the learned skills and knowledge can you use in your practical life?

**↑ END OF ACTIVITY 20 ↑**

## PART 2 - SELF-DIRECTED LEARNING

In this second part of the training programme, you have the opportunity to deepen your knowledge gained during the training programme run in the classroom. Please, follow the instructions in the following activities and use the Internet as a source of information and knowledge.

**↓ ACTIVITY 1 ↓**
**Models explaining radicalisation process**

The issue of radicalisation to violence is complex. Therefore, there is no simple explanation or consensus about a typical pathway to radicalization leading to violence. However, researchers and experts worldwide propose various models to define specific trajectories better.

You can familiarize, for example, with two of these models:

**1/ MOGHADDAM STAIRCASE - Model focusing solely on the individual and proposing a step-by-step process, in the form of a staircase (Author - Fathali M. Moghaddam)**

**2/ THE RADICALISATION PROCESS ACCORDING TO MARC SAGEMAN - Model referring to a feeling of injustice (Author - SAGEMAN, Marc)**

Please, find information about the above two models explaining the radicalisation process.

**↑ END OF ACTIVITY 1 ↑**

**↓ ACTIVITY 2 ↓**
**Watching movies that help understand the issue of radicalization**

You can watch both following movies and let them impress you. You can also find and watch other movies about radicalisation or terrorism.

- Film Gandhi is a 1982 epic historical drama based on the life of Mohandas Karamchand Gandhi, the leader of India's non-violent, non-cooperative independence movement against the United Kingdom's rule of the country during the 20th century.
  The film, a British-Indian co-production, was written by John Briley and produced and directed by Richard Attenborough. Ben Kingsley is in the title role.

- Film 22 July is a 2018 American crime drama about the 2011 Norway attacks and their aftermath, based on the book One of Us: The Story of a Massacre in Norway — and Its Aftermath by Åsne Seierstad.

**↑ END OF ACTIVITY 2 ↑**

**↓ ACTIVITY 3 ↓**
**Explore the HYPER simulation resources**

During the face to face training, you already got an impression about the HYPER simulation resources. You previously explored the simulation resource about gaming and blogs. Now it is an excellent opportunity to know other resources in detail. So please go to the HYPER project website http://hyper-project.eu/ and have a look at the 12 simulation resources.

Go through the material to get an overview of the simulation resources. Identify the topics that are important for the youth you work with. Think about how you could use these resources in your daily work. Create a mind map of possibilities.

**↑ END OF ACTIVITY 3 ↑**

**↓ ACTIVITY 4 ↓**
**Explore the HYPER self-help resources**

You already got an impression of the HYPER self-help resources. Please go to the HYPER project website and have a look at all self-help resources. The HYPER self-help resources provide additional material and questions to reflect on the different topics.

Go through the material to get an overview of the 12 self-help resources and the topics addressed there. Identify the topics that are important for the youth you work with. Think about how you could use these resources in your daily work. Create a mind map of possibilities.

**↑ END OF ACTIVITY 4 ↑**

**↓ ACTIVITY 5 ↓**
**Explore the HYPER Peer Training Programme**

In the classroom training, you already got an impression of the HYPER peer training programme. Go through the curriculum and the additional materials provided for setting up this kind of training.
Create the first draft of implementation of this training with the young people you are working with. Think about the following aspects:

- Identification of target group: Who could be a critical voice or is already a peer leader in your target group?
- How could you motivate youngsters to take part in your training?
- How would you invite youngsters to your training (through social media, personal invitations, flyer etc.)?
- What is needed for the implementation of the training (materials, room etc.)?
- Which team members do you want to involve in the training?
- What are the next steps in order to implement the training?

**↑ END OF ACTIVITY 5 ↑**

**↓ ACTIVITY 6 ↓**
**Explore the HYPER Training Programme for Parents, Youth Volunteers and Guardians**

In the classroom training, you already got an impression of the HYPER training programme for parents, youth volunteers and guardians. Please go through the curriculum and the additional materials provided for setting up this kind of training.
Create a first draft for implementing this training with the parents, youth volunteers and guardians you are working with. Think about the following aspects:

- Identification of target group: Who could be involved in your training?
- How could you motivate parents, youth volunteers and guardians to take part in your training?
- How would you invite the target group to your training (through social media, personal invitations, flyer etc.)?
- What is needed for the implementation of the training (materials, room etc,)?
- Which team members do you want to involve in the training?
- What are the next steps in order to implement the training?

**↑ END OF ACTIVITY 6 ↑**

**↓ ACTIVITY 7 ↓**
**Terrorism in Europe**

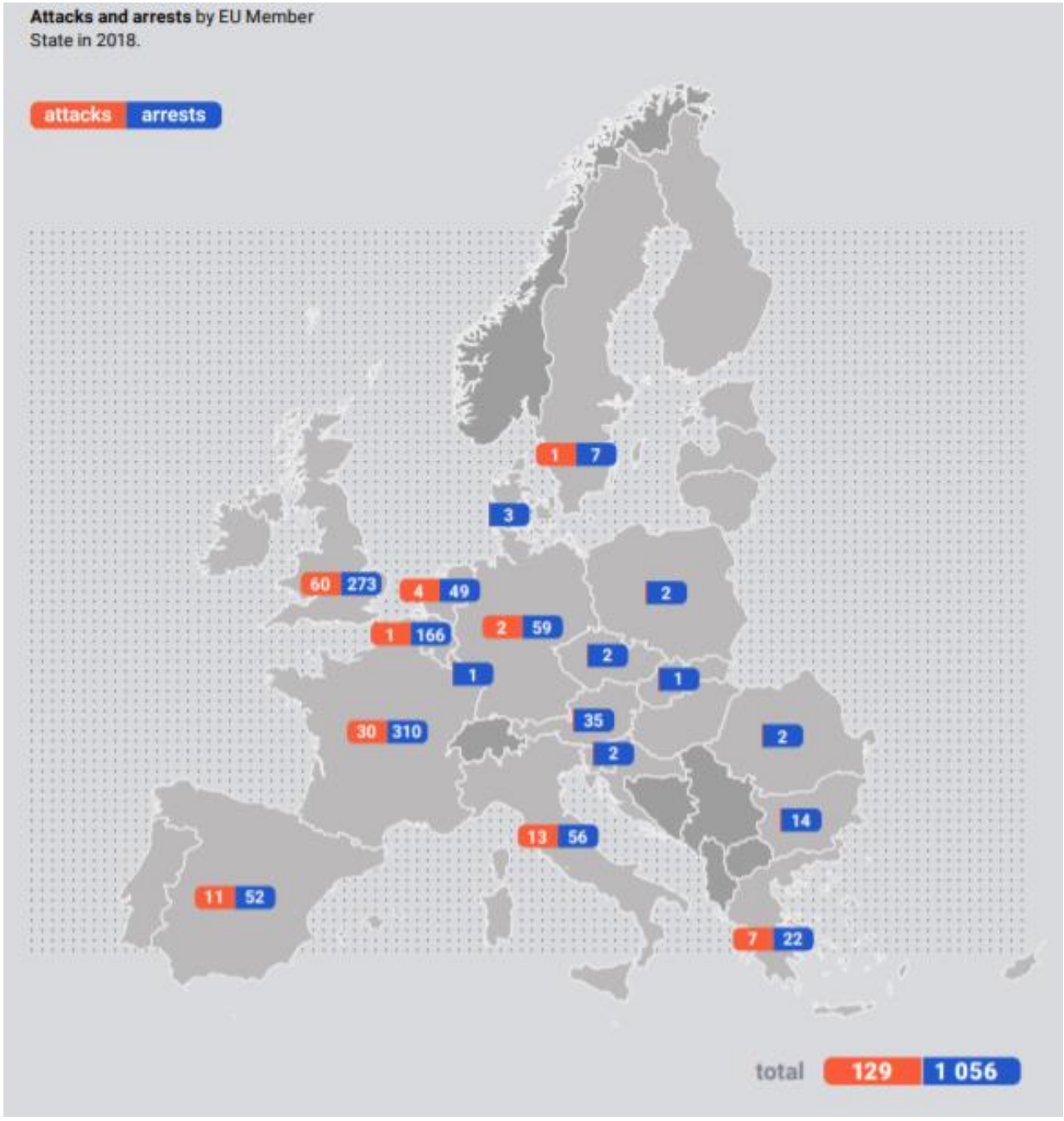
Extremism and Radicalism are terms indicating extreme views and attitudes or the advocacy and support of radical changes in the society. Keep in mind that all terrorists are extremists, but all

extremists are not terrorists. It is because extremism and radicalism are mostly only a belief or attitude. But Terrorism is the use of violence and intimidation in the pursuit of particular aims. Radical or extreme opinions and views can be seen as normal and acceptable if they are within the boundaries of the law. But using violence as a legitimate means of support extreme opinions is definitely not acceptable and normal. Let us now look at the situation in Europe relating to terrorism. The information is from the latest available European Union Terrorism Situation and Trend Report issued by Europol.

In 2018, terrorism continued to constitute a major threat to security in EU Member States. Horrific attacks perpetrated by jihadists like those in Trèbes, Paris, Liège and Strasbourg killed a total of thirteen people and injured many more. In addition, one terrorist attack by a right-wing extremist in Italy and numerous arrests of suspected right-wing terrorists for attack-planning across the European Union (EU) indicate that extremists of diverging orientation increasingly consider violence as a justified means of confrontation. Terrorists not only aim to kill and maim but also to divide our societies and spread hatred. We need to remain vigilant if we are to protect our citizens and values in the face of attempts to use violence for political aims.

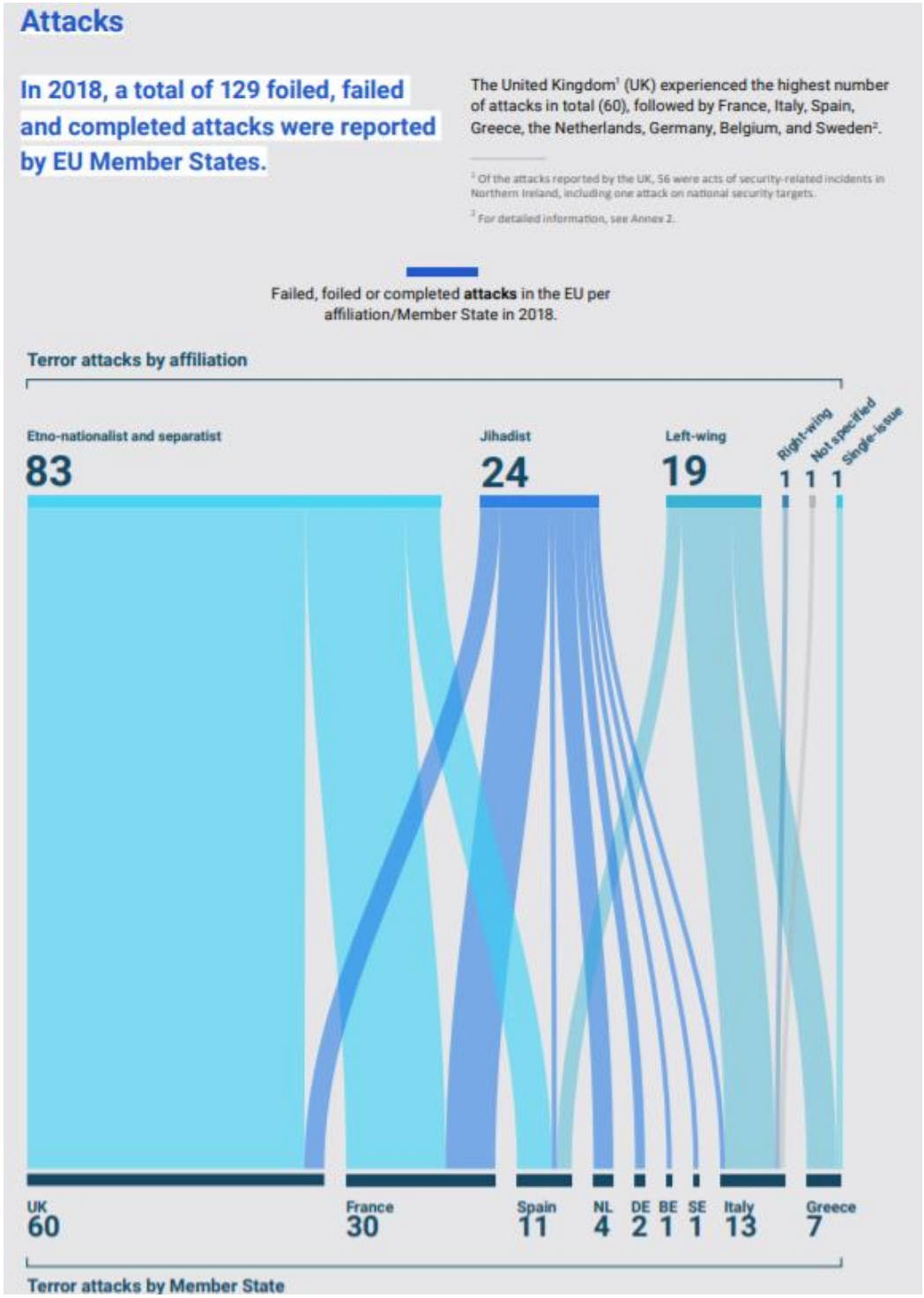
In 2018, all fatalities from terrorism were the result of jihadist attacks: 13 people lost their lives. In addition, 46 people were injured in jihadist attacks. This is a considerable decrease compared to 2017, when ten attacks killed 62 people. In 2018, EU Member States reported 16 thwarted jihadist terrorist plots, a fact that indicates both continued high terrorist activity and illustrates the effectiveness of counter terrorism efforts.

**Terrorist attacks and arrests by EU Member States in 2018**



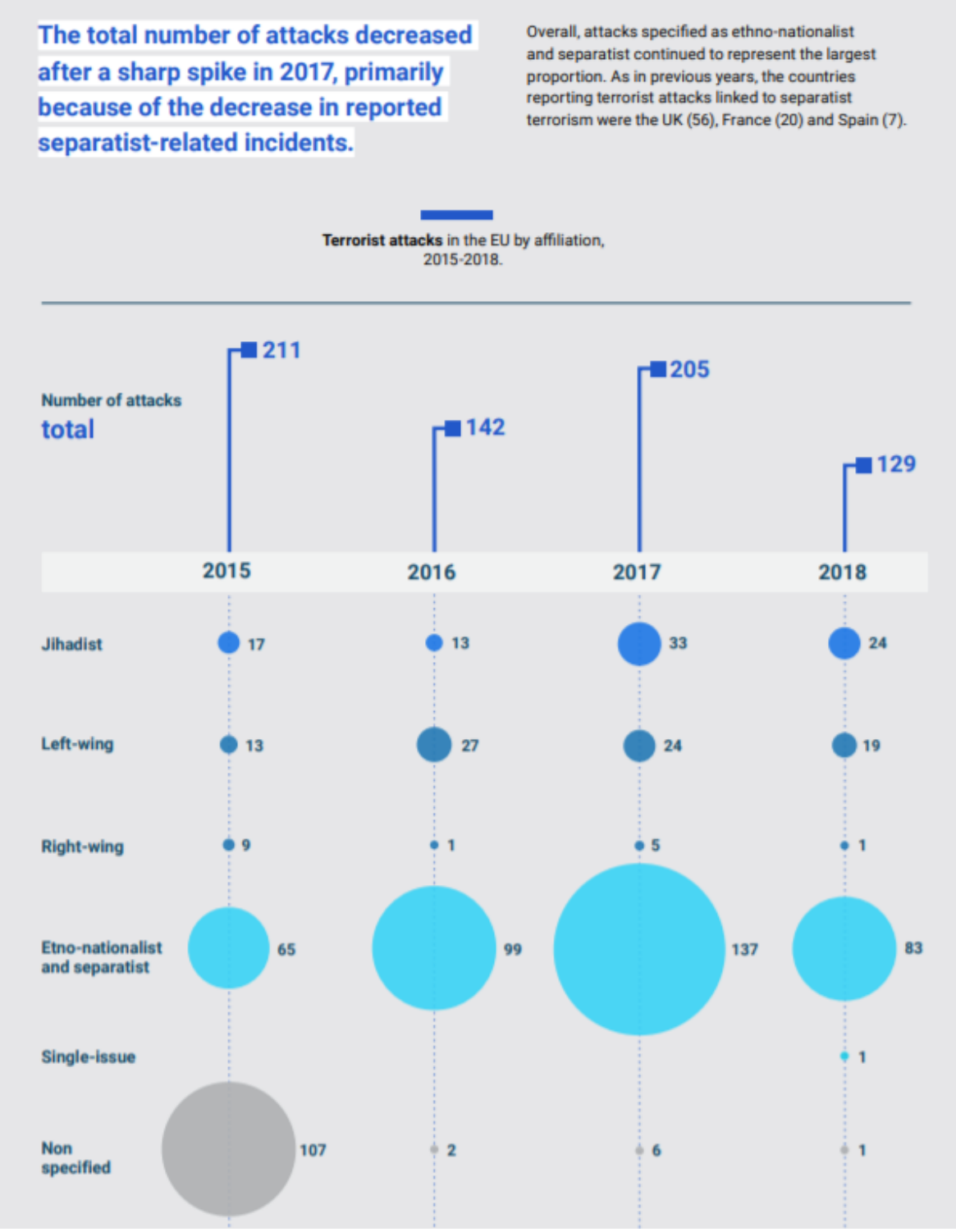

*Source: EUROPOL, European Union Terrorism Situation and Trend Report 2019*

Terror attacks in EU member states




*Source: EUROPOL, European Union Terrorism Situation and Trend Report 2019*

Terror attacks in EU member states in the last years




*Source: EUROPOL, European Union Terrorism Situation and Trend Report 2019*

**↑ END OF ACTIVITY 7 ↑**

**↓ ACTIVITY 8 ↓**
**More detailed information on some terrorist attacks**

**Do you remember November 2015 Paris attacks?**
The November 2015 Paris attacks were a series of coordinated terrorist attacks that occurred on Friday, 13 November 2015 in Paris, France and the city's northern suburb, Saint-Denis. During a football match, around 21:16h, three suicide bombers struck outside the Stade de France in Saint-Denis. This was followed by several mass shootings and a suicide bombing, at cafés and restaurants. Gunmen carried out another mass shooting and took hostages at an Eagles of Death Metal concert in the Bataclan theatre, leading to a stand-off with police. The attackers were shot or blew themselves up when police raided the theatre16. The attackers killed 130 people, including 89 at the Bataclan theatre. Another 413 people were injured, almost 100 seriously. Seven of the attackers also died, while the authorities continued to search for accomplices. The attacks were the deadliest on France since the Second World War and the deadliest in the European Union since the Madrid train bombings in 2004.

**Do you remember 2017 Barcelona attacks?**
On the afternoon of 17 August 2017, 22-year-old Younes Abouyaaqoub drove a van into pedestrians on La Rambla in Barcelona, Spain, killing 13 people and injuring at least 130 others, one of whom died 10 days later on 27 August. Abouyaaqoub fled the attack on foot, then killed another person in order to steal the victim's car to make his escape. Nine hours after the Barcelona attack, five men thought to be members of the same terrorist cell drove into pedestrians in nearby Cambrils, killing one woman and injuring six others. All five attackers were shot and killed by police. The night before the Barcelona attack, an explosion occurred in a house in the Spanish town of Alcanar, destroying the building and killing two members of the terrorist cell; including the 40-year-old imam thought to be the mastermind. The home had over 120 gas canisters inside, which police believe the cell was attempting to make into one large bomb or three smaller bombs to be placed in three vans which they had rented; but which they accidentally detonated. Summarizing, aside from eight attackers, 16 people of ten nationalities were killed: 14 who were struck by the van in La Rambla, including one who died from their injuries 10 days after the attack, one stabbed in Barcelona by the La Rambla attacker when the attacker stole his car, and one in Cambrils. Over 130 people from over 34 nations were injured, many critically. Spain didn´t expect such attacks since the country was being a minor player in the campaign against ISIS and other groups.

**The 2016 Atatürk Airport attack**
The Atatürk Airport terrorist attack, consisting of shootings and suicide bombings, occurred on 28 June 2016 at Atatürk Airport in Istanbul, Turkey. Gunmen armed with automatic weapons and explosive belts staged a simultaneous attack at the international terminal of Terminal 2. Three attackers and forty-five other people were killed, with more than 230 people were injured. Two of the attackers detonated explosive devices, killing themselves; one was killed, presumably by security forces. Monitoring group Turkey Blocks identified widespread internet restrictions on incoming and outgoing media affecting the entire country in the aftermath of the attack. Turkish officials said that the attackers were acting on behalf of the Islamic State of Iraq and Levant and had come to Turkey from ISIL-controlled Syria. Commentators suggested that the attacks may

have been related to stepped-up pressure against the group by Turkish authorities. However, no one claimed responsibility for the attack.

**2015 Copenhagen shootings**

On 14–15 February 2015, three separate shootings occurred in Copenhagen, Denmark. In total, two victims and the perpetrator were killed, while five police officers were wounded. The first shooting took place on 14 February at a small public afternoon event called "Art, Blasphemy and Freedom of Expression" at the Krudttønden cultural centre, where an armed gunman killed one civilian and wounded three police officers. The second shooting took place later that night (after midnight), outside the city's Great Synagogue in Krystalgade. A gunman killed a young Jewish man on security duty during a bat mitzvah celebration, and wounded two police officers. Later that morning near Nørrebro station, police tracking the suspect shot and killed a man, after he opened fire on them while he attempted to enter a residential building under police surveillance.

**↑ END OF ACTIVITY 8 ↑**

**↓ ACTIVITY 9 ↓**

**Young people and radicalisation on the internet**

The Internet has become the ideal means of communication to disseminate radical ideas. The Internet acts as an efficient, cheap and easily accessible tool facilitating radicalization. However, the Internet without personal relationships has no power to radicalise individuals. Personal relationships with people of the same opinions or belief system always appear in the radicalisation process. Interpersonal relationships (real or virtual) remain an essential factor in the process of radicalization.

The truth is usually more complex and can not be incorporated into two or three sentences or shown in a two-minute video. Unfortunately, the world of the Internet is overwhelmed by information and people are more likely to prefer short messages and short videos. The Internet created a virtual world where anonymity encourages the expression of any opinions, including extreme and dangerous. On the Internet, you are isolated from your usual social circle (family, friends, etc.) and often see and listen to radical ideas and views. Thematic web pages act as an echo chamber where the same opinions are repeated again and again because certain web pages attract people with the same opinions. And every incoherent opinion here is denied and punished by offensive or hateful comments. Critical thinking often remains the only defence when surfing the Internet.

Social media has become an essential and exciting part of how we live. Millions of young people use these platforms daily to share content. Considering the way that young people engage with these social online environments, at times living their whole lives through their online profiles, new research shows that the Internet is becoming the ‘new incubator’ of radicalisation. This is due, in part, to how radicalisers use social media to recruit new radical believers, but it is also perpetuated by the algorithms used by social media platforms. For example, once an individual searches for content online, suggestions generated through these algorithms recommend similar content for the user to view next. In this way, people who want to seek this information online

can quickly find link after link of material that further fuels their belief in the injustice of certain groups or countries, for example, which further accelerates their radicalisation.

The Internet plays a significant role in the radicalisation and recruitment of young people. Using social networks is the daily activity of young people. Extremist groups are well aware of this situation. On the other hand, the Internet can support youth workers, educators and parents in preventing and countering radicalisation and violent extremism, giving them possibilities to develop critical thinking skills and understand how the process of radicalization and online propaganda work. Moreover, youth workers, educators and parents can work on the development of young people's life skills, critical thinking, intercultural competences, active citizenship, promotion of diversity, and common values of freedom and tolerance through non-formal and informal learning. Understand key definitions and current trends related to youth radicalization and violent extremism is the first step in preventing tragic incidents relating to radicalisation. And you have already completed this step by participating in our Training Programme for Front-line Youth Workers.

**↑ END OF ACTIVITY 9 ↑**

**↓ ACTIVITY 10 ↓**

**Behaviour Barometer – Excellent tool for recognition of radicalisation behaviours leading to violence**

Canadian non-profit organization CPRLV created a very good and practical tool titled Behaviour Barometer. This tool helps to recognize radicalisation behaviours leading to violence. Now you can understand this tool and learn to use it in practice.

## NON-SIGNIFICANT BEHAVIOUR

This category includes a series of behaviours associated with diverse forms of political, religious or community engagement, characterized by peaceful actions and democratic means of expression.

- Argues fervently to defend his/her convictions before family members and/or close friends
- Adopts visible signs (traditional clothes, beard, shaved head, religious symbols, specific tattoos, etc.) to express their identity or sense of belonging
- Is active on social media
- Takes a stand and advocates peacefully for a cause related to a community, group, or individual
- Takes a keen interest in current national and/or international events
- Expresses the desire to re-engage, or increase involvement in a religious practice, political movement or other personal identity-related activity
- Converts to or adopts new religious, ideological or political beliefs
- Insists on following specific dietary requirements due to political or religious convictions
- Expresses a need for excitement or adventure
- Wishes to address social injustices

## CONCERNING BEHAVIOUR

This category comprises behaviours that point to personal ill-being, including behaviours indicating a growing identification with a cause or ideology (arising from issues around a sense of self-worth), resulting in major behavioural changes.

- Expresses polarizing views of absolute truth, paranoia or extreme mistrust
- Suddenly adopts behaviour that creates a rupture with family practices
- Is drawn to conspiracy theories and discourse
- Pulls away from those who are close and from the usual network of acquaintances
- Suddenly changes his/her habits
- Feels a strong sense of victimization and rejection suffered because of their own identity or beliefs
- Rejects the rules and regulations of institutions and organizations with which they are in contact (school, workplace, athletic organizations, etc.) based on ideological, political or religious grounds
- Refuses to take part in group activities or to interact with certain individuals because of their religion, ethnic group, skin colour, gender or sexual orientation
- Expresses a need to dominate or control others in the name of certain beliefs or an ideological view
- Has difficulty reassessing their own opinions and recognizing the value of differing points of view

## TROUBLING BEHAVIOUR

This category encompasses behaviours that can be associated with the beginning of an individual's radical trajectory. It is characterized by an acute mistrust of the outside world, and by a preponderance of views legitimizing the use of violence to achieve one's goals, or to advance one's cause.

- Cuts off ties with family members and close friends in order to keep exclusive company with a new circle of acquaintances or friends because of irreconcilable or extremist beliefs
- Legitimizes or defends the use of violence as legitimate in the service of a cause or an ideology
- Hides a new lifestyle, allegiance or belief system from family members and/or close friends (either online or in real life)
- Draws closer to radicalized individuals or groups known to be extremist
- Becomes suddenly disinterested in professional or school activities
- Displays symbols of affiliation or support associated with recognized violent extremist groups
- Becomes obsessed with conspiracy theories, messianic views or end-of-the-world narratives
- Expresses threatening, hateful or dehumanizing views towards other individuals or groups (who are often deemed to be opponents or enemies)
- Makes threatening or intimidating gestures towards groups or individuals they identify as being against their own beliefs or ideological points of view

## ALARMING BEHAVIOUR

This category includes a set of behaviours that attest to an exclusive and sectarian allegiance to an ideology or a cause, which lead the individual to perceive violence as the only legitimate and valid means of action.

- Takes part, regardless of the means (material, financial, or physical) in the activities of violent extremist groups
- Recruits individuals for a violent extremist cause (or encourages their adhesion to that cause)
- Is in contact with a group or a network of individuals known to be violent extremists, either online or in real life
- Reinforces own beliefs through regular consultation of violent extremist Internet forums and websites
- Commits or plans violent or hateful acts (vandalism, physical attacks, etc.) inspired by ideological motives or an extremist cause
- Learns about, seeks to acquire and/or practices handling weapons (firearms, explosives, etc.) outside the legal bounds
- Manifests an interest in or plans a trip to a conflict zone or to a region in which violent extremist groups are known to be active

**BEHAVIOUR BAROMETER**

Source: Centre for the Prevention of Radicalization Leading to Violence (CPRLV)

**info-radical.org**



Erasmus+

**Information prepared by the organization CPRLV (Centre for the Prevention of Radicalization Leading to Violence) about the tool Behaviour Barometer:**

Taking early intervention with radicalised individuals—or persons in the process of becoming radicalised—and being vigilant about radicalization poses a unique challenge for the general public as well as for front-line workers such as teachers, psychologists, families, social workers, and police officers. As the subject attracts growing concern, many people feel an increasing urgent need to understand and prevent radicalization. However, in order to better comprehend the phenomenon, they need pertinent information and guides adapted to their needs. The CPRLV has developed the Behaviour Barometer for just that purpose.

The Barometer is an educational and awareness tool that was developed based on numerous academic studies and actual cases of radicalization in which the CPRLV has been involved. Signs commonly observed in cases of radicalization leading to violence and that should be watched out for have been identified using contextual analysis. The sooner action is taken to stop the radicalization process, the greater the chances are of it being halted or even reversed. Other behaviours that are often mistakenly believed to be signs of radicalizations have also deliberately been included in the barometer to clear up any misconceptions.

The barometer is divided into four (4) categories of behaviours based on the degree of seriousness. The advantage of this system is that it provides a quick and simple visual representation of observed behaviours while helping raise awareness of those behaviours that are significant indicators of radicalization. Some behaviours may seem serious when they are not, in fact, signs of radicalization. For example, expressing one's identity through certain visual signs is considered an insignificant behaviour. On the other hand, strong indicators that radicalization is taking place may tend to be trivialized or misunderstood. For example, if a person starts making dehumanizing comments about other groups

**↑ END OF ACTIVITY 10 ↑**

**↓ ACTIVITY 11 ↓**

**How to use Behaviour Barometer in practice**

The Barometer is designed as a teaching tool and must not be treated as a comprehensive radicalization screening or detection tool. It is intended primarily to help persons concerned about a loved one watch for and identify behaviours associated with radicalization leading to violence.

Anyone wishing to use the CPRLV Barometer should know that not all behaviours of a single individual will generally fall under the same category on the Barometer, but may instead fall under a combination of categories. It is therefore important that the Barometer not be used to carry out a solely quantitative assessment of behaviours (i.e. determining the category containing the greatest number of observed behaviours). Rather, it should assist in making a qualitative assessment (examining which behaviours are most significant in the individual's overall behaviour).

It is always important to keep in mind the fact that some behaviours mentioned in the Barometer may, when examined independently, prove to be the result of other issues unrelated to radicalization, such as mental health problems or an adolescent oppositional disorder. For this reason, the observation of behaviours associated with radicalization must be conducted in the context of a global assessment in order to rule out any other explanations for such behaviours.

*Source if above information: info-radical.org*

**Description of 4 sections by organization CPRLV**
These sections are characterized by the organization CPRLV as follows:

- Non-significant Behaviour - This category includes a series of behaviours associated with diverse forms of political, religious or community engagement, which are characterized by peaceful actions and democratic means of expression.
- Concerning Behaviour - This category comprises behaviours that point to personal ill-being, including behaviours indicating a growing identification with a cause or ideology (arising from issues around a sense of self-worth), resulting in major behavioural changes.
- Troubling Behaviour - This category encompasses behaviours that can be associated with the beginning of an individual's radical trajectory. It is characterized by an acute mistrust of the outside world, and by a preponderance of views legitimizing the use of violence to achieve one's goals, or to advance one's cause.
- Alarming Behaviour - This category includes a set of behaviours that attest to an exclusive and sectarian allegiance to an ideology or a cause, which lead the individual to perceive violence as the only legitimate and valid means of action.

You can try to respond the following questions for each of four barometer sections:

- Have you ever met any behaviour from this category?
- What possibilities of reactions does the teacher or front-line worker have when registering such behaviour?
- Which type of behaviour already requires a worker's action?

**↑ END OF ACTIVITY 11 ↑**

**↓ ACTIVITY 12 ↓**
**The University of social media and apps for parents front-line workers**

Do you think you are a modern parent or educator? Do you think you know better the world of social media and mobile applications than teenagers? In that case, it's time to test your knowledge. See the below text and realise what you know and what's new for you.

As an appetizer we offer you a short video.[2]
Video: How to understand the apps our teenagers are using in 2019
https://www.youtube.com/watch?v=hbQPWKH_8uU

Social media apps that let teens do it all - text, chat, meet people, and share their pics and videos - often fly under parents' and teachers' radars. Let us look at social media apps and sites young people are using right now.

It's official: Facebook isn't cool. Though some teens still use it, they prefer to use a variety of apps to connect, curate, and capture their lives in different ways. And though some names such as Instagram, Snapchat, and Twitter have proven their staying power, teens love to try out new apps they hear about from friends, ads, or even what's trending in the app store.
This can be challenging for parents and teachers to keep up with. But you don't need to know all the ins and outs of all the apps, sites, and terms that are "hot" right now (and frankly, if you did, they wouldn't be trendy anymore). But knowing the basics -- what they are, why they're popular, and what problems can crop up when they're not used responsibly -- can make the difference between a positive and a negative experience for your kid.
Below, we've laid out some of the most popular types of apps and websites for teens: texting, microblogging, live-streaming, self-destructing/secret, and chatting/meeting/dating. The more you know about each, the better you'll be able to communicate with your teen about safe choices. The bottom line for most of these tools? If teens are using them respectfully, appropriately, and with a little parental guidance, they're mostly fine. So take inventory of your kids' apps and review the best practices.

**TEXTING APPS**

**GroupMe** is an app that doesn't charge fees or have limits for direct and group messages. Users also can send photos, videos, and calendar links.

What parents need to know
It's for older teens. The embedded GIFs and emojis have some adult themes, such as drinking and sex. Teens are always connected. Without fees or limits, teens can share and text to their heart's content, which may mean they rarely put the phone down.

**Kik Messenger** is an app that lets kids text for free. It's fast and has no message limits, character limits, or fees if you only use the basic features. Because it's an app, the texts won't show up on your kid's phone's messaging service, and you're not charged for them (beyond standard data rates).

[2] The videos in this handbook are in English because the training programme was prepared and tested with a group of participants from several different countries who all knew English. If you do not speak English, you can find similar video in your language. Or you can also turn on subtitles on YouTube for the video and use the "Automatic translation" option in a language that suits you. However, auto-translation can contain imperfections.

What parents need to know
Stranger danger is an issue. Kik allows communication with strangers who share their Kik usernames to find people to chat with. The app allegedly has been used in high-profile crimes, including the murder of a 13-year-old girl and a child-pornography case.
It's loaded with covert marketing. Kik specializes in "promoted chats" -- basically, conversations between brands and users. It also offers specially designed apps (accessible only through the main app), many of which offer products for sale.

**WhatsApp** lets users send text messages, audio messages, videos, and photos to one or many people with no message limits or fees.

What parents need to know
It's for users 16 and over. Lots of younger teens seem to be using the app, but this age minimum has been set by WhatsApp.
It can be pushy. After you sign up, it automatically connects you to all the people in your address book who also are using WhatsApp. It also encourages you to add friends who haven't signed up yet.

**Discord** started as a place for gamers to chat while playing video games but has become a bigger platform where users can use text, voice chat, and video-chat to discuss a wide variety of topics.

What parents need to know
There are public and private "servers" or discussion groups. Teens can join public groups, ask to join private ones, or start their own. The safest option is for them to join a private group with people they know in real life.
Some groups are more moderated than others, some are NSFW, and some are hate-filled. There are plenty of groups that are meant for adults only, and some are totally tame and well moderated. If your kid is in one of the latter, the risk is much lower.

## PHOTO AND VIDEO-SHARING APPS AND SITES

**Instagram** lets users snap, edit, and share photos and 15-second videos, either publicly or within a private network of followers. It unites the most popular features of social media sites: sharing, seeing, and commenting on photos. It also lets you apply fun filters and effects to your photos, making them look high-quality and artistic.

What parents need to know
Teens are on the lookout for "likes." Similar to the way they use Facebook, teens may measure the "success" of their photos -- even their self-worth -- by the number of likes or comments they receive. Posting a photo or video can be problematic if teens are posting to validate their popularity.
Public photos are the default. Photos and videos shared on Instagram are public unless privacy settings are adjusted. Hashtags and location information can make photos even more visible to communities beyond a teen's followers if his or her account is public.

Kids can send private messages. Instagram Direct is like texting with photos or videos and you can do it with up to 15 mutual friends. These pictures don't show up on their public feeds. Although there's nothing wrong with group chats, kids may be more likely to share inappropriate stuff with their inner circles.

**Tik Tok** - Real Short Videos is a performance- and video-sharing social network that mostly features teens lip-synching to famous songs but also includes some original songwriting and singing. Users can build up a following among friends or share posts publicly.

What parents need to know
Songs and videos contain lots of iffy content. Because the platform features popular music and a mix of teen and adult users, swearing and sexual content are commonplace.
There are often creepy comments. Though lots of comments are kind, videos often have comments about the performer's body or other sexual references, and since kids under 13 and adults use the app, it's especially creepy.
Gaining followers and fans feels important. Teens want a public profile to get exposure and approval, and many are highly motivated to get more followers and likes for their videos.

## MICROBLOGGING APPS AND SITES

**Tumblr** is like a cross between a blog and Twitter: It's a streaming scrapbook of text, photos, and/or video and audio clips. Users create and follow short blogs, or "tumblogs," that can be seen by anyone online (if they're made public). Many teens have tumblogs for personal use: sharing photos, videos, musings, and things they find funny with their friends.

What parents need to know
Porn is easy to find. This online hangout is hip and creative but sometimes raunchy. Pornographic images and videos and depictions of violence, self-harm, drug use, and offensive language are easily searchable.
Privacy can be guarded but only through an awkward workaround. The first profile a member creates is public and viewable by anyone on the internet. Members who desire full privacy have to create a second profile, which they're able to password-protect.
Posts are often copied and shared. Reblogging on Tumblr is similar to re-tweeting: A post is reblogged from one Tumblog to another. Many teens like -- and, in fact, want -- their posts to be reblogged.

**Twitter** is a microblogging tool that allows users to post brief, 140-character messages -- called "tweets" -- and follow other users' activities. It's not only for adults; teens like using it to share tidbits and keep up with news and celebrities.

What parents need to know
Public tweets are the norm for teens. Though you can choose to keep your tweets private, most teens report having public accounts. Talk to your kids about what they post and how a post can spread far and fast.

Updates appear immediately. Even though you can remove tweets, your followers can still read what you wrote until it's gone. This can get kids in trouble if they say something in the heat of the moment.

## LIVE-STREAMING VIDEO APPS

**Houseparty** - Group Video Chat is a way for groups of teens to connect via live video. Two to eight people can be in a chat together at the same time. If someone who's not a direct friend joins a chat, teens get an alert in case they want to leave the chat. You can also "lock" a chat so no one else can join.

What parents need to know
Users can take screenshots during a chat. Teens like to think that what happens in a chat stays in a chat, but that's not necessarily the case. It's easy for someone to take a screenshot while in a chat and share it with whomever they want.
There's no moderator. Part of the fun of live video is that anything can happen, but that can also be a problem. Unlike static posts that developers may review, live video chats are spontaneous, so it's impossible to predict what kids will see, especially if they're in chats with people they don't know well.

**Live.me** – Live Video Streaming allows kids to watch others and broadcast themselves live, earn currency from fans, and interact live with users without any control over who views their streams.

What parents need to know
It's associated with Tik Tok - including musical.ly. Because of the parent app's popularity, this streamer is very popular, and many kids who use one app use the other, too.
Kids can easily see inappropriate content. During our review, we saw broadcasters cursing and using racial slurs, scantily clad broadcasters, young teens answering sexually charged questions, and more.
Predatory comments are a concern. Because anyone can communicate with broadcasters, there is the potential for viewers to request sexual pictures or performances or to contact them through other social means and send private images or messages.

**YouNow**: Broadcast, Chat, and Watch Live Video is an app that lets kids stream and watch live broadcasts. As they watch, they can comment or buy gold bars to give to other users. Ultimately, the goal is to get lots of viewers, start trending, and grow your fan base.

What parents need to know
Kids might make poor decisions to gain popularity. Because it's live video, kids can do or say anything and can respond to requests from viewers -- in real-time. Though there seems to be moderation around iffy content (kids complain about having accounts suspended "for nothing"), there's plenty of swearing and occasional sharing of personal information with anonymous viewers.

Teens can share personal information, sometimes by accident. Teens often broadcast from their bedrooms, which often have personal information visible, and they sometimes will share a phone number or an email address with viewers, not knowing who's really watching.
It's creepy. Teens even broadcast themselves sleeping, which illustrates the urge to share all aspects of life, even intimate moments, publicly -- and potentially with strangers.

## SELF-DESTRUCTING/SECRET APPS

**Snapchat** is a messaging app that lets users put a time limit on the pictures and videos they send before they disappear. Most teens use the app to share goofy or embarrassing photos without the risk of them going public. However, there are lots of opportunities to use it in other ways.

What parents need to know
It's a myth that Snapchats go away forever. Data is data: Whenever an image is sent, it never truly goes away. (For example, the person on the receiving end can take a screenshot of the image before it disappears.) Snapchats can even be recovered. After a major hack in December 2013 and a settlement with the FTC, Snapchat has clarified its privacy policy, but teens should stay wary.
It can make sexting seem OK. The seemingly risk-free messaging might encourage users to share pictures containing sexy images.
There's a lot of iffy, clicky content. Snapchat's Discover feature offers a grab-bag of articles, videos, and quizzes from magazine publishers, TV networks, and online sources mostly about pop culture, celebrities, and relationships (a typical headline: "THIS is What Sex Does To Your Brain").

**Whisper** is a social "confessional" app that allows users to post whatever's on their minds, paired with an image. With all the emotions running through teens, anonymous outlets give them the freedom to share their feelings without fear of judgment.

What parents need to know
Whispers are often sexual in nature. Some users use the app to try to hook up with people nearby, while others post "confessions" of desire. Lots of eye-catching, nearly nude pics accompany these shared secrets.
Content can be dark. People normally don't confess sunshine and rainbows; common Whisper topics include insecurity, depression, substance abuse, and various lies told to employers and teachers.
Although it's anonymous to start, it may not stay that way. The app encourages users to exchange personal information in the "Meet Up" section.

## CHATTING, MEETING, AND DATING APPS AND SITES

**Monkey** - Have Fun Chats. If you remember Chatroulette, where users could be randomly matched with strangers for a video chat, this is the modern version. Using Snapchat to connect, users have 10 seconds to live video-chat with strangers.

What parents need to know

Lots of teens are using it. Because of the connection with Snapchat, plenty of teens are always available for a quick chat -- which often leads to connecting via Snapchat and continuing the conversation through that platform.
Teens can accept or reject a chat. Before beginning a chat, users receive the stranger's age, gender, and location and can choose whether to be matched or not.

**MeetMe**: Chat and Meet New People. The name says it all. Although not marketed as a dating app, MeetMe does have a "Match" feature whereby users can "secretly admire" others, and its large user base means fast-paced communication and guaranteed attention.

What parents need to know
It's an open network. Users can chat with whomever's online, as well as search locally, opening the door to potential trouble.
Lots of details are required. First and last name, age, and ZIP code are requested at registration, or you can log in using a Facebook account. The app also asks permission to use location services on your teens' mobile devices, meaning they can find the closest matches wherever they go.

**Omegle** is a chat site that puts two strangers together in their choice of a text chat or a video chat. Being anonymous can be very attractive to teens, and Omegle provides a no-fuss way to make connections. Its "interest boxes" also let users filter potential chat partners by shared interests.

What parents need to know
Users get paired up with strangers. That's the whole premise of the app. And there's no registration required.
This is not a site for kids and teens. Omegle is filled with people searching for sexual chat. Some prefer to do so live. Others offer links to porn sites.
Language is a big issue. Since the chats are anonymous, they're often much more explicit than those with identifiable users might be.

**Yubo** (formerly Yellow - Make new friends) is an app that is often called the "Tinder for teens" because users swipe right or left to accept or reject the profiles of other users. If two people swipe right on each other, they can chat and hook up via Snapchat or Instagram.

What parents need to know
It's easy to lie about your age. Even if you try to enter a birth date that indicates you're under 13, the app defaults to an acceptable age so you can create an account anyway.
You have to share your location and other personal information. For the app to work, you need to let it "geotag" you. Also, there are no private profiles, so the only option is to allow anyone to find you.
It encourages contact with strangers. As with Tinder, the whole point is to meet people. The difference with Yellow is that the endgame is sometimes just exchanging social media handles to connect there. Even if there's no offline contact, however, without age verification, teens are connecting with people they don't know who may be much older.

**Amino** - Communities, Chat, Forums, and Groups is an interest-based app that lets users find people who are into the same things. Teens can join groups -- or create them -- and then post within the group, follow other users, and chat with them via text, voice, or video.

What parents need to know
Contact with strangers is part of the experience. While it's great for kids to be able to feel a sense of belonging and kinship with others, the mix of kids and adults blended with all varieties of chat makes it risky. Also, unless a kid is in a closed group, everything they post is public, and other users can search for them. Make sure your kid's location is not included in their profile.
Mature content and bullying is common. Since each community makes its own rules, profanity, sexual references, and violent content are a part of some forums. A lot of what your kid sees, who they meet, and what people post is determined by the groups they decide to join, as some are very tame and some are definitely not for kids.
It's not made with kids in mind. Because this app wasn't created for kids, it doesn't have the same safeguards or privacy standards as apps that are made for kids.

**↑ END OF ACTIVITY 12 ↑**

Thank you for coming to the end of our training programme. At the same time, we congratulate you on your success. Your knowledge and skills in preventing radicalisation are now above average. And if you have studied carefully, they are excellent. Congratulations!

# HYPER

## How Young People are Engaged by Radicals

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