INDUCTION TRAINING PROGRAMME FOR PARENTS, YOUTH VOLUNTEERS AND GUARDIANS

Handbook for Trainers

HYPER

How Young People are Engaged by Radicals

CONTENT

Introduction

This handbook is intended primarily for trainers and teachers and enables them to easily implement the "Induction Training Programme for Parents, Youth Volunteers and Guardians". In the handbook, you will find teaching instructions, descriptions of all training activities and other necessary information that enables the implementation of the training programme.

The 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.

After completing this training programme, its participants will be able to:

- Recognise warning signs of ongoing radicalisation in a young person and respond appropriately.
- Play a more active role in families and local communities in the prevention of dangerous radicalisation of young people.
- Give an explanation of the essential terms like radicalisation, radicalism, extremism or terrorism.
- Find and show 12 audio-visual educational resources developed within the project Hyper to their children, other parents, guardians and volunteers or to other members of local communities.
- 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.
- Be better parents, youth volunteers and guardians.

↓ ACTIVITY 1 ↓
Opening of the training programme

90 min

As a trainer, you should introduce yourself to participants at the beginning of the training programme. You can mention your teaching experience and your relation to the topic of the training. It is also a good idea to unwind the atmosphere with some cheerful story that is related to the topic or you. You can also reveal something personal, like your favourite proverb, movies or books, to help participants get to know you better. At the beginning of the first training day, the participants usually feel a little insecure. They, therefore, need to know what to expect. Introducing the training agenda is, therefore, another appropriate step. During introducing the agenda, you can answer any questions that the participants can have about the programme, as well as you can add another information, such as refreshment possibilities, etc.

Tip! The agenda should be provided to the participants before the start of the training so that they know what to expect. For example, you can give the agenda to them when they arrive in the classroom, or email it to them a few days in advance.

Tip! Some trainers set specific rules of classroom behaviour at the beginning of the first day. For example, rules on not using mobile phones during education, rules on using first names or surnames during discussions within learning blocks, etc.

Your task, as a trainer during this opening activity, is to allow participants to get to know each other. You should also identify the expectations of each participant and their experience in the field of youth radicalisation and its prevention. For this activity, you will need special equipment - three small coloured paper circles for each participant.

Now is an excellent opportunity to give participants a chance to get to know each other. It is also useful to identify the level of experience and skills of participants and to identify their expectations and needs. What do they expect to learn during the training programme, and what are their motivation and needs?

If you want to attract the attention of all participants, involve them actively. You can do this, for example, as follows.

"Ladies and gentlemen, here on the flipchart, I have written the essential learning objectives of our training programme in advance. I will introduce them to you in a moment. Your task will be to select the three objectives you consider most attractive or most needed. Now I will give you three small coloured paper circles that you will use to mark your chosen objectives once I complete their brief introduction. "

Now read to the participants and briefly describe the selected learning objectives (what participants can learn within the training programme). You can use the following essential objectives.

After completing the training programme you will be able to:

- Recognise warning signs of ongoing radicalisation in a young person and respond appropriately.

- Play a more active role in families and local communities in the prevention of dangerous radicalisation of young people.

- Give an explanation of the essential terms like radicalisation, radicalism, extremism or terrorism.

- Find and show 12 audio-visual educational resources developed within the project Hyper to your children, other parents, guardians and volunteers or to other members of local communities.

- 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.

- Be better parents, youth volunteers and guardians.

Then invite the participants to come to the flipchart and mark their preferred three learning objectives with three coloured circles. The result is the flipchart showing the real preferences of the participants.

Afterwards, ask each participant to answer the following questions:

- What is your name and why did you enrol in this training programme?
- 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?

At the end of the activity, as a trainer, you should provide a short summary. Summarise what learning objectives seem most useful or interesting to participants. You should also thank the participants for the information, and you can promise them to take into account their preferences during the training programme.

Tip! Identifying participants' internal expectations is crucial. If the training does not match the participants' wishes and expectations, the participants will not be actively involved in the education process and will be disappointed at the end.

Before the break, thank the participants for their activity. Show them some short video as an appetiser of further learning.
For example, you can show them the video titled Understanding Radicalisation and Raising Awareness. https://www.youtube.com/watch?v=jrcGHM_GhfQ

Tip! 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 your training participants are from one country and speak a single language, you should find appropriate videos in this language before teaching. Or you can also turn on subtitles on YouTube for the video and use the "Automatic translation" option in a language that suits the participants. However, auto-translation can have imperfections, so always test the suitability of this option for a particular video in advance.

↑ END OF ACTIVITY 1 ↑

Tip! Do not forget to appreciate the participants' activity and opinions at the end of each learning block. And before the first break, tell the participants what refreshments are available, where the toilets are, and what time the next learning activity starts.

↓ ACTIVITY 2 ↓
Explore the HYPER Simulation Resources

60 min

The HYPER Simulation Resources are a suite of simulation resources that show the process of radicalisation 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.
HYPER provides a full collection of information in one educational resource about all the different approaches and methods used by these radicals and presents these practices as simulations that can be used to educate and protect young people from this insidious menace. The simulations help to build the necessary understanding of the threats faced by young people and how they are manifested in today's ubiquitous media. In addition to the simulation resources, a suite of 12 self-help resources provides material for a deeper reflection. These resources can be used by you as a parent or guardian but also directly by youth peer leaders to address the radicalization processes. Now let's have a look at the different resources and how you can use them.

Exploration of HYPER simulation resources – round 1
Build pairs of two participants for the exploration of the HYPER simulation resources

In pairs of two participants explore the hyper simulation resource called "how you realise, that you are being radicalized".

Discuss the following questions to reflect the content and think about the experiences of parents or guardians related to gaming.

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

Exploration of HYPER Self-help resources – the continuation of round 1
Build further pairs of two for the exploration of the HYPER self-help resources

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 live with/ work with and how this resource could be helpful for them.

- What are your own experiences with your kids/ 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 life?

↑ END OF ACTIVITY 2 ↑

↓ ACTIVITY 3 ↓
Are the radical ideas good or bad? When is radicalism dangerous and when is it not?

90 min [1]

Show participants the following videos. Explain to them that radical ideas and radical groups and movements have been part of our lives in the past and are part of our lives in present time too. Ask the participant to 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

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[1] *The duration of the activity is approximate, and it also includes coffee breaks (about 10 mins). The trainer reacts to the situation in the classroom as well as to the needs and abilities of the participants. In any case, you can adjust the content of the proposed activity as well as its duration. You can also shorten or prolong the breaks according to the needs of the participants.*

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

Tip! We remind again that 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 your training participants are from one country and speak a single language, you should find appropriate videos in this language before teaching. Or you can also turn on subtitles on YouTube for the video and use the "Automatic translation" option in a language that suits the participants. However, auto-translation can have imperfections, so always test the suitability of this option for a particular video in advance.

The trainer writes the word "Radical" on the flipchart. Then he asks the trainees to say the synonyms of this adjective. He writes synonyms on the flipchart. As soon as the participants already don not have other ideas, he can reveal a definition from a dictionary. For example, RADICAL means being very far from the centre of public opinion.

The trainer and the trainees look at the synonyms written on the flipchart and discuss the situations in which these synonyms are perceived as positive and negative—for example, the synonym" Revolutionary". Revolutionary moods in society can be negative and dangerous. On the other hand, Revolutionary discoveries in biochemistry are positive.

The trainer can also let the participants discuss, and in this case, his role is to moderate the discussion. The goal of the discussion and the activity is to bring participants to the knowledge that radical thinking is not a crime in itself. Radical thoughts can be both good and bad. For example, ideas that women can wear trousers or that slavery will be abolished were very radical at some time. Radical views become dangerous and undesirable if the minority promotes radical thoughts and changes through utilizing of violence or illegal means. In democratic societies, violence and illegal activities are not necessary to promote changes in society or the community. Each minority has the opportunity to use arguments and promote even radical views and social changes without violence. Examples of successful non-violent radical changes are the right of women to abortion or homosexual marriages.

By using this activity, the trainer prepares participants to understand deeper the term "radicalisation" and "radicalisation leading to violence". 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.

Synonyms of the adjective "radical" are on one hand extreme, extremist, fanatical, revolutionary, ultra. But on the other hand also nonconventional, nonorthodox, non-traditional, open-minded, progressive.

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 3 ↑

↓ ACTIVITY 4 ↓

What is radicalisation? Why do we use the term "radicalisation leading to violence"?

90 min

The trainer presents different definitions of radicalisation. For example one brief definition and one more comprehensive.

- 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.

The trainer can add additional information, for example, that 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.

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.

The trainer will ask the participants to read the text in their learner handbooks. Participants will read it and then discuss the following issues:

- 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?

At the end of this activity, the trainer introduces the HYPER project website as a useful source of information and tools for parents, youth volunteers and guardians.

↑ END OF ACTIVITY 4 ↑

↓ ACTIVITY 5 ↓
Exploration of HYPER Simulation Resources

60 min

Exploration of HYPER simulation resources
Build pairs of two participants for the exploration of the HYPER simulation resources

In pairs of two participants explore the hyper simulation resource called "process (testimony)" and the self-help resource "Politico-Religious Radicalization"
The self-help resource provides questions to reflect the content and think about own experiences. Discuss the questions of the self-help resource to reflect the content and think about the experiences of parents or guardians related to the resources.

↑ END OF ACTIVITY 5 ↑

↓ ACTIVITY 6 ↓
The responsibility of parents in the field of radicalisation of their children

45 min

The trainer presents the following information regarding the responsibility of parents.
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, teachers are often rather comfortable and do not want to solve problematic situations and behaviour. On the other hand, parents do not have enough information about the issue of radicalisation. 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 parents, friends, relatives, educators or various stakeholders. Timely and appropriate reporting of threats can make a difference between life and death for potential victims.

As parents, you have responsibility for the upbringing and behaviour of your children. Society expects you to notice signs of dangerous processes such as drug abuse or bullying or radicalisation leading to violence. And you should not ignore these signals.

Once something serious happens, people around say that the symptoms were visible and nobody has done anything. Many people will point to you as parents and blame you.

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 young people 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.

The trainer will write the following questions on the flipchart. Then trainees discuss these questions.

- To what extent do you feel competent to detect the signals of radicalisation leading to violence?
- What role in the youth prevention of the radicalisation do the parents play and what teachers?
- Should parents be trained in this area?

↑ END OF ACTIVITY 6 ↑

↓ ACTIVITY 7 ↓
What are the warning signs of radicalisation?

50 min

You can start this activity with a brief discussion. Through this discussion, you will find out the opinions of the participants and encourage the exchange of their practical experiences and views relating to the topic. Ask participants what they think about 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?

After the discussion, let the participants get familiar with the following expert opinions. You can present the information or participants can read them in their handbooks.

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 teenagers may have been exposed to radicalising influences.

The following behaviours listed here are intended as a quick guide to help you identify possible radicalisation[2]:

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.

Now, as a trainer, you can repeat the questions and participants can try to answer them from an expert perspective using new knowledge.
- 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?

You can question participants if they agree with the opinions of experts. If so, how can this knowledge be used in practical life?

↑ **END OF ACTIVITY 7** ↑

↓ **ACTIVITY 8** ↓
Which young people are more at risk of radicalisation?

50 min

You can start this activity with a brief discussion. Through this discussion, you will find out the opinions of the participants and encourage the exchange of their practical experiences and views relating to the topic. Ask participants what they think about the following questions:
- Which young people are more at risk of radicalisation?
- Why do young people listen to radicals?

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[2] Source: www.educateagainsthate.com

After the discussion, let the participants get familiar with the following expert opinions. You can present the information or participants can read them in their handbooks.

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 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.

Now you can repeat the questions and participants can try to answer them from an expert perspective using new knowledge.
- Which young people are more at risk of radicalisation?
- Why do young people listen to radicals?

You can ask participants if they agree with the opinions of experts. If so, how can this knowledge be used in practical life?

↑ **END OF ACTIVITY 8** ↑

↓ **ACTIVITY 9** ↓
How should we talk to teenagers about extremism?

50 min

You can start this activity with a brief discussion. Through this discussion, you will find out the opinions of the participants and encourage the exchange of their practical experiences and views relating to the topic. Ask participants what they think about 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?

After the discussion, let the participants get familiar with the following expert opinions. You can present the information or participants can read them in their handbooks.

If you're worried your teenager 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 teenagers 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.

Now you can repeat the questions and participants can try to answer them from an expert perspective using new knowledge.

- 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?

You can ask participants if they agree with the opinions of experts. If so, how can this knowledge be used in practical life?

↑ END OF ACTIVITY 9 ↑

↓ **ACTIVITY 10** ↓
Four types of extremism

60 min [3]

The trainer will divide the participants into two to four-member groups. The task of each group will be to prepare a short presentation about an extremist group or extremist movement.

The trainer can explain that two following terms are used:
- Radicalism
- Extremism

As for the difference between radicalism and extremism, we can simplify the situation and say that the difference is only an academic question. In practice, we can use both terms, radicalism and extremism, as synonyms.

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 organization 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 organizations and movements in the learner handbook.

- **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

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[3] *We remind that the duration of the activity is approximate, and it also includes coffee breaks (about 10 mins). The trainer reacts to the situation in the classroom as well as to the needs and abilities of the participants. In any case, you can adjust the content of the proposed activity as well as its duration. You can also shorten or prolong the breaks according to the needs of the participants.*

The presentations must contain at least basic information about the extremist organisation and information about its illegal activities or violent activities. The trainer can present 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.

The groups will complete presentations under this activity. However, they will not present them immediately. Each group will show its presentation later, with the type of extremism that is relevant.

↑ END OF ACTIVITY 10 ↑

↓ ACTIVITY 11 ↓
Right-Wing Extremism

35 min

The trainer will present the following information on right-wing extremism. The group of participants will then present the concrete example of the right-wing extremist group.

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 will present its presentation to others.

Tip! The trainer should appreciate the efforts of each group that presented the presentation. He can give them a sweet reward, which will contribute to a good mood during training.

↑ END OF ACTIVITY 11 ↑

↓ ACTIVITY 12 ↓
Left-Wing Extremism

35 min

The trainer will present the following information on left-wing extremism. The group of participants will then present the concrete example of the left-wing extremist group.

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 will present its presentation to others.

↑ **END OF ACTIVITY 12** ↑

↓ **ACTIVITY 13** ↓
Single-Issue Extremism

35 min

The trainer will present the following information on single-issue extremism. The group of participants will then present the concrete example of the single-issue extremist group.

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 radicalisation. 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 will present its presentation to others.

↑ **END OF ACTIVITY 13** ↑

↓ **ACTIVITY 14** ↓
Politico-Religious Extremism

35 min

The trainer will present the following information on politico-religious extremism. The group of participants then will present the concrete example of the politico-religious extremist group.

Information about Politico-Religious Extremism
A form of radicalisation leading to violence associated with a political interpretation of religion. Any religion may spawn this type of violent radicalisation. 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 will present its presentation to others.

↑ END OF ACTIVITY 14 ↑

↓ ACTIVITY 15 ↓
How can parents keep a young teenager safe from online threats?

55 min

You can start this activity with a brief discussion. Through this discussion, you will find out the opinions of the participants and encourage the exchange of their practical experiences and views relating to the topic. Ask participants what they think about 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?

After the discussion, let them get familiar with the following expert opinions. You can present the information or participants can read them in their handbooks.

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 teenagers 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 that help parents learn more about online safety. Parents can find some of them on Google.

Now you can repeat the questions and participants can try to answer them from an expert perspective using new knowledge.
- 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?

You can ask participants if they agree with the opinions of experts. If so, how can this knowledge be used in practical life?

↑ END OF ACTIVITY 15 ↑

↓ ACTIVITY 16 ↓
Overall evaluation of the training programme?

60 min

The objective of the last training activity is to evaluate the training programme. Another objective is to say goodbye to the participants and arrange further potential cooperation between the trainer and the participants as well as between the participants.

You can use a short questionnaire that participants have in their learner manuals, to evaluate the training programme. Explain to participants how to fill in the questionnaire and ask them to complete it.

Completed questionnaire can be taken out of the manuals and handed over to you after filling in. If participants want to keep the manuals intact, they can take a photo and send you the questionnaire photo to your email.

Besides the written assessment, you should devote part of the final activity to appreciating the participants for their attendance. You should mention what you liked as a trainer. Participants should also have a chance to express their feelings and opinions about the ending educational program. For example, you can ask them to 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?

Do not forget to present the second part of the training programme. The second part contains instructions and activities for independent, self-directed learning. It includes activities for 10 learning hours. Using the second part, participants have an opportunity to deepen their knowledge gained during the training program run in the classroom.

Do not also forget to say goodbye to the participants and arrange any further cooperation between you and them or between the participants if they have shown interest in it during the learning activities.

↑ **END OF ACTIVITY 16** ↑

Thank you... HYPER

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How Young People are Engaged by Radicals

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