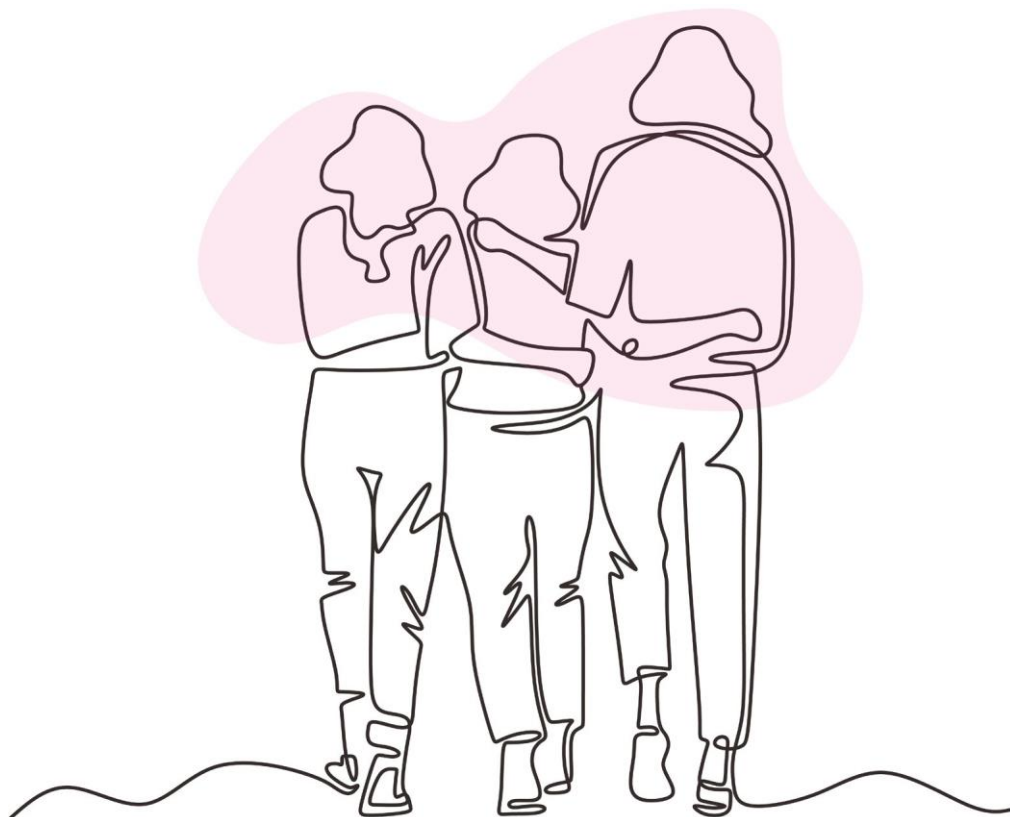


STRENGTHENING PERSONAL SAFETY IN SAFE SPACES



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Strengthening personal safety in safe spaces, Manual for the training of professionals

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1 Introduction



What is the aim of this training?

This training should enable safe space facilitators to create an exceptionally safe space in which to discuss social frustrations and co-create an approach. In this sense, it flanks all other ORPHEUS trainings, which are more substantively about applying specific frustrating themes themselves.

The goal, then, is to create a positive environment in which to discuss themes that participants feel they cannot discuss - let alone tackle - in legitimate mainstream spaces, such as the kitchen table, a class group or the association. We want to provide professionals with knowledge and skills to develop and monitor enhanced group dynamics.

This approach is needed in every safe space, regardless of the theme. We also need to meet the needs of young people who have had too many negative experiences with social institutions (i.e., family, school, work, association, care, police, justice, media) and who, as a result, may be tempted to recruit in illegitimate alternatives. Ideally, the latter is not yet the case at all, but it should be possible to accommodate this in the same group.

KEY OBJECTIVES

- Professionals feel more confident in starting activities with a new group
 - Professionals can build and maintain a relation of trust and confidentiality with and within a group of young people
 - Professionals can facilitate in forming individuals into a group that likes to do activities together
 - Professionals can enhance trust between young participants.
 - Professionals are aware of their own role in a group and the behavior of this/these role(s).
- Professionals can adequately handle problems in a group.

KEY TOPICS

- Social alienation
- Social bonding
- Group Dynamics

How to use this training manual?



1- Target group:

This manual is intended to train professionals (upskilling) to organize safe spaces, mainly to prevent social alienation. This will be explained further on.

With this manual you can develop a training for professionals in different functions (such as youth worker or teacher), who often work with young people in formal or informal contexts.

2- Extra material available:

In addition to the information in this manual, additional materials are available in the resource pack. In it you will find more theoretical background, and a list of methodologies that professionals can use in their groups to create a safer space, to get further acquainted, to help develop a group, and to evaluate group dynamics.

3- Flexible use:

The training contains information, methods and exercises to train professionals in the development of safe spaces. To this end, we start from classical group dynamics in non-formal education.

The exercises are hands-on but tailoring the training to the needs of the client must be done pragmatically.

The context, the timing and the space can be very different. It is therefore up to you as a tutor to look through the manual and use parts separately and/or in a unique combination. Also, during training, adjustments may be needed to respect the group process. In this sense, the training is a receptacle for pick-and-choose parts. It is also indicated for each component whether it could also be applied in an online course, and if not, how it could possibly be adapted to still be used in an online course.

The suggested way of working is an example. Therefore, it is not the intention to reproduce the steps literally. Feel free to bring in your own assessments and expertise, to skip parts and combine them in a way that is useful, adapted to the setting, time, context, needs, expertise etc., as long as you get the professionals to participate in a certain way of thinking and acting that stimulates resocialization for mostly young people who (start to) doubt society and its offerings.

Why this training manual?

The ORPHEUS project starts from a pertinently preventive vision of social alienation. We do not start from the idea of security and risks. Our starting point is the constitutionally guaranteed right to welfare and protective factors.

Of course, the subject is linked to radicalism and extremism, but social alienation brings our focus to moments where we can act preventively, without targeting people for "crimes they might commit in the future, if it were to evolve in that direction."

From this perspective, coping is an important skill to work on. This should go beyond learning to swallow. It would be cynical and discriminatory to define it in that way. Therefore, it must also be possible to talk about skills that lead to solutions, without haughtily saying that we as facilitators have a monopoly on wisdom and that it is useful or effective to micro- manage.

In order to facilitate such dual coping, for people who are confronted with social alienation to a certain degree, this training is a necessary condition for successful safe spaces.

¹ At least in Belgium



2 More background for trainers

Definitions

Social bonding and collective intelligence

Definition of Social Bond: the degree to which an individual is integrated into society.

Travis Hirschi's Social Bond Theory (1969): four basic elements of Social Bonding: attachment, commitment, involvement in conventional activities, the common value system within an individual's society or subgroup. The stronger those four elements, the less likely one will become delinquent.

Durkheim (1969:17): "the more weakened the groups to which [the individual] belongs, the less he depends on them, the more he consequently depends only on himself and recognizes no other rules of conduct than what are formed on his private interests".

Innate peer-bonding (Miller, 2001), socially controlled: the bonding in the group reflects to a certain extent and influences the individual's social bonding to the same group, and vice versa (generally to a much lesser extent). The individual is thus bound but never completely so > s/he is enough bound for a dynamic group of individuals, which can then reinvent itself. Conversely, the group is not too authoritarian, in order to prevent triggered deviances (Marx, 1981).

Collective intelligence (Levy, 1994: 13): It is a form of universally distributed intelligence, constantly enhanced, coordinated in real time, and resulting in the effective mobilization of skills... The basis and goal of collective intelligence is mutual recognition and enrichment of individuals rather than the cult of fetishized or hypostatized communities... for the continuous recreation of the community". The collectively intelligent community is thus both (more) self-aware of its social bonding but also acknowledges and values individualities so that to develop, thrive and survive, fulfilling its self-interests to the extent possible.

THE MUTUALLY-BALANCING INTERACTIONS BETWEEN A SOCIAL GROUP (ALREADY ENOUGH LOOSE) AND ITS MEMBERS (ALREADY ENOUGH BOUND) CAN LEAD TO EFFICIENT SOCIAL BONDING AND BECOME A COLLECTIVE INTELLIGENCE.

Social alienation

What happens when this social bonding cannot be realized? Then we speak of social alienation and then we run the risk of people becoming associated with radical and/or extreme organizations. We must be constantly aware that this only happens in a fraction of the cases. We are not going to condemn everyone with a radical idea to acts of violence. It is a witticism, but we do need to be consistently aware of it.

So how do we act preventively? By acting on social alienation. Actually, we already do that on a large scale. Those who are at risk of alienation can count on a wide range of social institutions that function as a social safety net. Family, school and/or work, associations, care, police, justice and media are common groups of social institutions that can be invoked.

Of course, we are equally familiar with the idea of the 'loophole in the social safety net'. In what is relatively a fraction of the cases, people are not taken care of by these social institutions. And what happens to those people? They are sooner or later recruited by criminal organizations (drug scams, car scams, human trafficking, exploitation, paramilitarism, hate groups, etc.).

How do we detect social alienation? By paying attention to frustrations and then whether people with frustrations are strongly attached to a social institution. Because someone with unresolved frustrations will also give up social bonding and become alienated from social institutions (and eventually be recruited). Everyone has more or less frustrations related to who we want/are allowed/able to be. Young people have them a little more, but not exclusively. It is relatable for everyone.

Social bonding is the answer to social alienation. The earlier we can offer that answer, the better. In the beginning, frustrations do not yet lead to antisocial behavior, but they are hidden. In order to deal with that, the target group of our actions cannot be limited to nuisance offenders or habitual offenders. Moreover, fencing and exclusion are not what they need. In safe spaces, the door must be open to everyone.

But achieving social bonding as an answer to social alienation is extra difficult. Because those who are already the most advanced in social alienation (or radicalization, but in order to keep the preventive focus sharp we will use the term social alienation) also have little faith in the social institutions that are supposed to realize the bonding. Social alienation is therefore the reason that a separate training course is dedicated to increasing social bonding skills, to accompany the other training courses.



Group dynamics

There are many models and theories about how groups develop and how you can respond to this. In this session, we choose two well-known models that can be used alongside each other. However, the choice for these models does not mean that other models are worse or cannot be applied. The models offered are therefore only a suggestion, to give participants a (first) insight into how groups form and what conditions are needed to do so. If you prefer to use a different model, leading to the same outcome/objective that this training has in mind, then that is certainly possible.

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3 Training program: overview

This training is a proposal to work on social bonding and group formation with young people. There are three possible trainings: a minimum (small), a more in-depth (medium), and a maximum (large). Each training requires some preparation: mastering the theory, choosing the right methodologies and preparing these methodologies.

You are free to decide for yourself which parts of the training you want to use. You may want to give the whole training or skip things and make your own compilation. After all, every context, every group of professionals requires a slightly different approach. With this manual, you have the opportunity to choose and mix methodologies, so that it is tailored to each context and the time available.


Overview


The matrix below summarizes the proposed training content for each of the training phases preparation, training and follow-up - with each phase having a small, medium and large option that can be mixed and matched as described above.

	Preparation	Training
 30 – 40"	<p>Choose which acquaintance method you will use and provide the necessary material. Choose 1 of the 2 group formation models and make sure you have mastered the theory.</p>	<p>1 acquaintance method Theory of alienation Model from Tuckman OR Tori model, just the theory in short Reflection</p>
 120'–180' (without breaks)	<p>Choose which acquaintance method you will use and provide the necessary material. Choose of the 2 group formation models and make sure you have mastered the theory. Choose 1 role-play and provide the necessary material and setting.</p>	<p>Acquaintance methods:</p> <ul style="list-style-type: none"> - 1 presentation - 1 to 3 identities - 1 self-knowledge / self-confidence <p>Expectations Theory of alienation Model by Tuckman (+ ex) OR Tori model (+ ex) 1 group evaluation exercise 1 to 2 role plays</p>
 4,5' (without breaks)	<p>Choose which acquaintance method you will use and provide the necessary material.</p> <p>Make sure you have mastered the theory of the group formation models</p> <p>Choose the role-plays you want to do and provide the necessary material and setting.</p>	<p>Acquaintance methods:</p> <p>1 presentation Multiple on identity 1 self-knowledge / self- confidence General expectations and "comfort, stretch panic" Theory of alienation Model from Tuckman(+ex) AND Tori model (+ex) 1 group evaluation exercise Multiple role plays Reflection</p>

4 Training


Introduction: S, M, L

 If you only have half an hour to work with professionals, the focus will be on inspiring and clarifying the need for group bonding. Do a brief introduction and acquaintance, briefly explain how a group is formed, briefly discuss online groups, and why it is so important to work on this.

 You can do a medium training when you have 2 to 3 hours. We propose to expand the acquaintancing a little, to also learn the theory through an exercise, and to do at least 1 role play.

Specifically, we propose the following topics and methodologies:

- Acquaintance:** do at least 1 method of every kind (presentation, identity and self-confidence)
- Ask about the **expectations** of the participants, using 1 or 2 of the proposed methodologies
- Alienation:** explain the theory in short.
- Choose one of the proposed **models of group formation** and do the corresponding method.
- Discuss **group evaluation** and apply 1 method.
- Do at least 1 **role-play** on dealing with problems in groups
- End with a **reflection** of the session.

 When you have more time, you can apply all methods, both in terms of acquaintance as expectations and group evaluation. Be sure to do more than 1 role play and take enough time for the final reflection. Including breaks, you can then fill a day program.



Acquaintance (10-80min)



Acquaintance is an important phase in the group formation process, for several reasons:

- By getting to know each other, not only by name, but also further, you discover similarities that make you view the other more positively.
- You also get to know each other's differences, which challenges you to broaden your outlook.
- As a trainer, it can help to further assess the group: what is their background, what do they already know / do not know, to what extent are they open to new experiences. You may also be able to use the information that comes up further in the session.

Below we describe various methodologies from which you can choose as a trainer. The methods are divided into 3 categories: presentation, identity and self-knowledge / self-confidence. Moreover, these are ranked from most to least comfortable for the participants (see further under "Comfort, stretch, panic"). We recommend using different methodologies, if possible at least one from each category, so that you always go one step further.

1- Methodologies presentation

The following methods are aimed at introducing oneself to the others, so that we get to know each other and, in this way, can build a first bond with each other. You can also do these methodologies perfectly in an online course.

Classic presentation (10')

Start with a classic presentation in which everyone introduces themselves, this is especially useful for the trainer, but also for the other participants if they do not know each other yet. Be sure to ask the following matters:

- Name
- Organization
- Position, or what are your main tasks in the organization?

Optionally, you can add a fun or lighter question:

- You can spend a week with 1 person on an uninhabited island. Who would you like to be there with and why? (Or the COVID-19 version: you have to be quarantined, with 1 'hug buddy', who would that be and why?)
- What is your favorite cookie?
- In a group that already knows each other a bit: tell a fact about yourself that the others don't know yet.
- See the Internet for other fun questions.

Alternative presentation (10')

Instead of, or on top of, a classic presentation, you can choose (one of) the following ways. These specific examples are slightly more difficult, therefore more challenging, and above all, provide more empathy and recognizability towards each other, which ensures more connection with each other.

- Have the participants think about who and what they were like at the age of 13. Do the presentation round again, where everyone now introduces themselves from their 13-year-old self. You can adjust the questions accordingly.
- ...

2- Methodologies identity

The following methods go a step further and focus on the identity of persons.

Explain to the participants the concept of identities. Give an explanation of the following definitions of 'identity':

- "A person's knowledge that she or he belongs to a social category or group."
- "A person's conception of her/his roles and the ability to incorporate into the self the meanings and expectations associated with these roles."
- "Meanings individuals attach to themselves."

To aid participants in understanding the concept of identity, show them your own personal identification card or an anonymous identification card to outline how we belong to several different identities. For example: I am ... fe/male; Dutch/Belgium/French/German; brown/blond/black haired, height, age; etc.

Purposes of these activities

- Become more empathetic and understanding of the other
- Becoming aware of similarities between one's own identity and those of others
- Become less biased and hostile to others in a multicultural society
- Experience a stronger sense of belonging in the group
- Gaining a stronger sense of social cohesion in an ethnically / culturally diverse group
- Develop a stronger sense of community, as well as a sense of being understood

I am... (15')

Give each participant a handout with 20 lines, providing space to insert 20 'I am ...' statements (see attachment). Without providing too many examples, ask each participant to individually complete the 20 statements using words that relate to their own selves. Allow participants roughly six minutes to complete the sheet by themselves, silently.

If participants find it difficult to think of statements, give them a maximum of two examples (e.g., I am a woman, I am a sister), and tell them that anything is acceptable as long as they feel the terms describe them.

Participants can write sentences that include physical, social, psychological, or holistic self- descriptions. Physical self-descriptions would include 'I am 25', and 'I am tall'; social self- descriptions refer to groups, social roles or relationships (e.g., 'I am a member of a football team'). Psychological self-descriptors refer to personality traits such as 'I am kind'; whereas holistic descriptors may be vague characteristics, for example 'I am a person'.

When all participants are ready, read the following text aloud:

Now that you have written down 20 statements that you feel describe who you are, it is time to examine these statements further. The descriptions you have written down will generally fall into three categories: social roles, personality characteristics, and physical characteristics. Social roles are roles that are defined by your participation in a certain group or social context. For example, you have a different role when you participate in a quiz with your friends (team member, the music expert) than at work (homework supervisor, animator).

Depending on the professionals to whom you give this training, you can add more examples of social identities/ roles to make the task easier. The aim of this exercise is to make other social categorizations surface, not to strengthen the existing divisions; therefore, you should not explicitly mention ethnic and religious attributes because these will most certainly be brought up by the participants themselves.

Read on:

Even within different groups of friends you can have different roles. Personality characteristics are attributes that describe who you are and usually define how you behave, think and feel. Lastly, there is the category of physical characteristics, which is defined by one's outer appearance. Now that you know what these categories are, try to divide your statements into these categories. After each statement, write down 'social role', 'personality', or 'physical appearance'. Some statements may belong to more than one category. Do not put your name onto your sheet; instead, draw something on it, e.g., an abbreviation or a symbol, that will allow you to identify your sheet after handing it in.

A brief discussion follows. Discussion questions:

- Which category did most of your 'I am ...' statements fall into?
- Do you have one or more roles? How many roles did you find?
- Where there any 'I am 'statements that were difficult to assign?
- What did you learn about yourself (about your identity) from this exercise?

If the exercise went well, ideally, the conclusion should be as follows: We have many social roles, and they form a large part of our identity. As a professional working with youngsters, you often have a specific role that others expect from you.



In preparation for one of the following exercises, collect the sheets of the 20 participants' statements from the exercise "I am ..." and quickly select from them the statements that are both social roles and are likely to be shared by multiple participants; and are not ethnic and/or religious categories that divide and polarize society. To create and reinforce this sense of community, it is important to choose statements that engage multiple participants. The statements selected are not intended to reinforce feelings of diversity in the group.

The help of an assistant can be very helpful here. As you complete the previous exercise, the assistant can collect the sheets of twenty statements and quickly make a selection of the statements.

In an online training course, you can e-mail the handout and/or project it on the screen, after which participants are given time to fill it in. Collecting the statements is more difficult here, but as a trainer, especially if you already know your participants a bit, you can prepare some statements yourself for the next online exercise (see below). Choose statements that you think will apply to several participants.

Similarities (15')

Ask the participants to stand in a circle with their eyes closed. Then, the trainer in charge reads out selected statements, one at a time (see exercise "I am ..."). Inform the participants that when the statement applies to a member of the group, s/he should take two steps forward into the circle, forming a smaller inner circle. The participants in the inner circle are then given five seconds to open their eyes and silently greet and observe each other. All

participants in the outer circle will have their eyes closed all the time. You should stress that eyes should be kept shut in order to allow for an environment that is as safe as possible, in which participants do not feel pressured when sharing personal experiences, beliefs, or opinions. After greeting their fellow participants, they return to the outer ring and close their eyes again. This entire process is repeated with the other statements.

The exercise can begin with simple statements about common physical attributes (e.g., gender or hair color) and quickly proceed to social groups and roles (e.g., 'I am a youth worker) and possibly to more personally relevant details (e.g., 'I am from a divorced family'). Before concluding the exercise, ensure that all participants have at least one shared identity/ role with others so that everybody has stepped in the middle.

After the exercise, a discussion follows with the questions below.

Get the chair (10')

The group sits in a circle on a chair, with one participant standing in the center. The trainer reads out a trait from the list you selected after the exercise "I am ..."

Everyone who has the same quality must now change places. The player standing in the center tries to sit on a chair.

The person who cannot sit in a chair should now stand in the center after which a trait is read out again.

You can do this several times, preferably until everyone has been addressed in the shared characteristics.

Sit on your lap (15')

This exercise works in the same way as the previous one, including physical contact. This is certainly not possible with every group, so think carefully whether your participants are open to this. This exercise can only be done if there are no social distancing rules for Covid-19.

Have all participants sit on a chair in the circle. The trainer will read 1 of the characteristics that you selected from the exercise "I am ...". If a participant has the trait, he / she gets up and sits on the chair to his right. If someone is sitting there, he will sit on their lap. If a participant meets the following characteristic and someone is sitting on their lap, they will move with them. Does that lap sitter also have that quality? Then it pushes an extra chair.

Online exercise

To bring out similarities among participants, you can use some technological options. First, prepare some statements that you, the trainer, think apply to multiple participants.

- You can use the [Mentimeter](#). There you can have statements appear one by one where the participants can indicate via their computer or smartphone whether or not it applies to them. Optionally, after each statement you can ask a few participants to explain their answer.

The various platforms for online meetings (Teams, Zoom, Google meet, etc.) offer possibilities for organizing a poll or vote. There you can also show the statements one by one and let the participants indicate whether or not they apply.

Discussion (5')

Discuss the following questions together:

- How did it feel?
- What did you learn about the other participants?
- What did you learn about yourself (about your identity) from this exercise (s)?
- Were there any surprises?

If the exercise (s) went well, the participants should feel that they have a lot in common with their peers. The sense of belonging in the group should be strengthened.

3- Methodologies self-knowledge/self-confidence

Have you ever done something stupid? (15')

To most of us it happens from time to time that we do something stupid that we may regret afterwards. When we look back at these actions we often think that we 'should have known better' and that it was obviously wrong or stupid to have done it in the first place.

Give the participants the next assignment:

Try to think of one (or three) situation(s) in which you or one of your friends did something like that. For example, posting something on social media, trying to show off and failing badly, doing something irresponsible, shouting at one's parents, throwing something at one's brother/sister, telling a small lie that backfired, being stubborn even if you were completely wrong, hurting a friend in the heat of the moment, being mean to someone, etc. If you cannot think of any situations about yourself, try to come up with a situation about someone you know, such as your friends, your family, but not a member of this group.

Individually, participants write down situations in which they did something stupid. If time allows, they can be asked to share some instances of their behaviors with the group (however, this is also part of the discussion that follows).

Alternative ways in which you can conduct the activity:

Depending on the age of the participants, adjust the examples of the “stupid things”.

For older participants, examples may include drinking too much alcohol or not revising for an exam. For younger participants, examples could refer to saying something mean about a person or taking something from someone.

To model and increase trust, provide them with some personal disclosure. For instance, when I was a teenager one of my class mates was throwing a party – and as I was the youngest in class, I was the only one who was supposed to be home at midnight. Obviously, I didn’t leave on time. My friend and I were having fun, drinking our very first beers; in a nutshell: I was having the time of my life – but when I entered the house my mother welcomed me with the words: I am not angry, but I am very disappointed. I was worried mindlessly – why didn’t you call? - ... and I truly didn’t know what to say.

Discussion questions for the activity:

- Did you manage to come up with situations?
- What kind of ‘stupid’ actions could you come up with?
- In what kind of circumstances did ‘something stupid’ happen?
- Did you/the other person consider your behavior or reaction before acting?
- Were you or the person involved experiencing strong emotions at the time?
- Were you alone or with other people? - If you were with other people, were you pressured by them? If so, could you have said ‘no’?
- Did you realize that back then?
- Did you optimistically hope that ‘everything would be fine in the end’?
- In hindsight, do you think that you were pushing your luck?

The ideal result of the discussion would be that participants realize that it is common to do something regrettable. It happens more often when one is drunk, under time pressure, driven by strong emotions or in the company of other people; in a nutshell: if one is not mindful. If this lack of mindfulness occurs in the company of others, this may also be due to the fact that one takes on a different role; regarding the party example: I was at the party in my role as a friend as class mate who did not want to be left out, in my role as a teenager, who was having the time of her life; however, when my mother told be ‘I am not angry but disappointed’, I honestly did not know how to think of an answer as I was standing there in my role as a daughter who truly did not want to make my mother suffer. You can also do this exercise online.

Optionally, you can work in smaller groups for the follow-up discussion. In the different platforms there are options to work in smaller groups. You can choose the groups yourself or randomly.

Discussion of the exercise

Guide the discussion by posing the questions below; use non-verbal communication to stimulate answers and avoid lengthy or off-topic speeches.

At the end, you can summarize the results by paraphrasing the points that participants have raised in correspondence with the goals of this exercise.

Discussion questions for the activity:

- Did you manage to come up with situations?
- What kind of 'stupid' actions could you come up with?
- In what kind of circumstances did 'something stupid' happen?
- Did you/the other person consider your behavior or reaction before acting?
- Were you or the person involved experiencing strong emotions at the time?
- Were you alone or with other people?
- If you were with other people, were you pressured by them? If so, could you have said "no"?
- Did you realize that back then?
- Did you optimistically hope that 'everything would be fine in the end'?
- In hindsight, do you think that you were pushing your luck?

The ideal result of the discussion would be that participants realize that it is common to do something regrettable. It happens more often when one is drunk, under time pressure, driven by strong emotions or in the company of other people; in a nutshell: if one is not mindful. If this lack of mindfulness occurs in the company of others, this may also be due to the fact that one takes on a different role; regarding the party example: I was at the party in my role as a friend as class mate who did not want to be left out, in my role as a teenager, who was having the time of her life; however, when my mother told be 'I am not angry but disappointed', I honestly did not know how to think of an answer as I was standing there in my role as a daughter who truly did not want to make my mother suffer.

You can also do this exercise online. Optionally, you can work in smaller groups for the follow-up discussion. In the different platforms there are options to work in smaller groups. You can choose the groups yourself or randomly.

Elevator pitch (15')

Put the participants in pairs, and tell them that they need to find out as much as possible about each other's job: what precisely is your job, what do you think is the added value of your work, why do you like your job, give an example to each other about a situation in which you achieved your goal, or a situation of which you afterwards felt you really helped a youngster. If necessary, have them write down some things about each other.

Afterwards you give a brief explanation of what an elevator pitch is:

Elevator pitch

The term "elevator pitch" comes from America and originated because in the big cities you often step in the elevator together with a stranger. In a short, powerful presentation you present yourself, to convince your audience that you are the right person for the job, or that your idea is the best, that it is interesting to know you, or ...

The content of an elevator pitch can therefore vary enormously per function and situation, but the structure remains the same:

- Who you are: study, training ...
- What do you do: work experience, way of working?
- What do you have to offer: successful projects, way of working
- What benefits do you bring: special qualities or skills, unique characteristics?
- What you are looking for: what you want to achieve, what is important to you End with a question to make contact or to start the conversation.

Also look for a catchy opening line that immediately draws the attention.

Usually, 1 minute is used as a guideline, but this often depends on the situation, you can also make it shorter or longer, but 2 minutes is seen as the absolute maximum.

The intention is that the participants briefly prepare an elevator pitch about their partner, who this person is and why this person is good at what he does.

This exercise allows us to reflect on our own work and fulfilment, and as the other person makes the pitch, how that other person sees us. Through this approach (elevator pitch, sales pitch), this brings out the positive qualities seen by others, which boosts self-confidence. It also gives the participants information about a technique that they can use in other situations (job application...).

You can do this exercise online as well, by dividing the group into groups for the preparation online and do the presentation in the full group.

Powerful hand-drawing (15')

Have the participants draw a picture of their hands (outline). Then ask to write or draw something that they are good at with each finger, for example an activity (explaining something difficult to young people, organizing an activity, drawing...) or a quality (caring, helpful, listening ear, creative...).

Have them give a concrete example for each activity / trait.

Then discuss the result together, at least 1 activity / characteristic of each person.

Expectations

General (10')

After the acquaintance, it is good to know what the participants expect from this training. That way you can still make a choice in the methodologies, you can adjust incorrect expectations, or you can go deeper into certain parts.

Give each participant some post-it notes and a marker. Have them write down their expectations for this session. Give them a few minutes to do this. Afterwards you go over the expectations and possibly cluster similar expectations. Indicate what you will and will not respond to, and that we will review at the end of the session whether and how the expectations have been met.

You can replace this in an online training with the following options:

- Have participants type their expectations into the chat.
- You can use a whiteboard where participants can put things on:
 - o In Microsoft Teams there is already an option for this, possibly in other platforms as well
 - o You can also use [Miro](#), a (free) program where you can create different boards with post-its and where participants can work simultaneously.



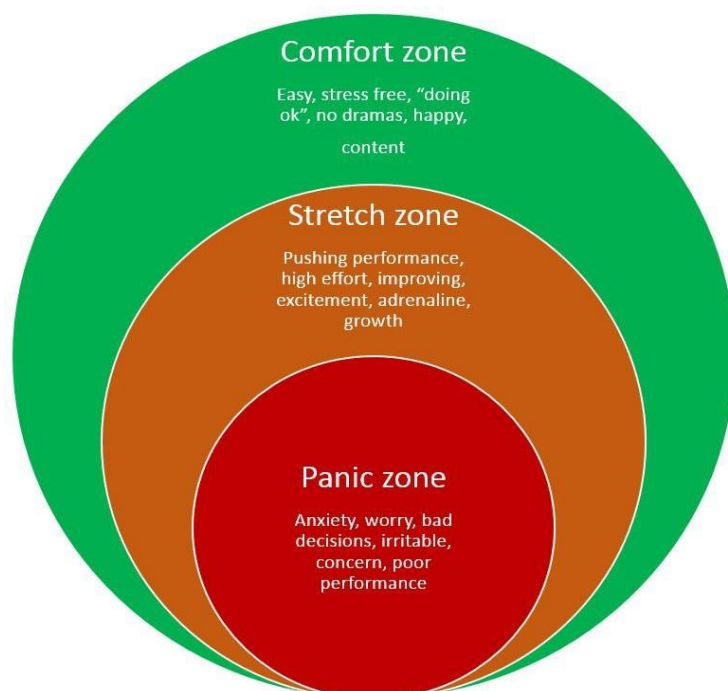
Comfort, stretch, panic (15')

Draw or stick three large circles on the ground with tape and explain what these circles represent:

Comfort zone: what you feel good at, things you can already do, what you feel confident about

Stretch zone: requires a bit more effort, you are challenged, but it is achievable. This is your learning zone.

Panic zone: this goes too far and entails stress and anxiety. You are crossing your limit.



- Read the statements below afterwards.
For each statement, the participants must stand in one of the circles.
- Afterwards, briefly discuss each statement in group. What makes the statement easy or difficult for you? What causes you stress? What can make this cause you less stress? What can help you to grow in this even further?
- Take a picture of the participants' position for each statement (or write down who is where) so that a comparison can be made at the end of the session.
In this way you will find out what they may already know / can do and what you should pay extra attention to without going beyond their limits.

Possible statements

- Make a new participant feel good in the group
- Organize an activity with children / young people who see each other for the first time
- Organizing and guiding team building
- Resolve conflicts within a group of young people
- Organize an online group activity
- ...

You can also use this exercise in an online environment by using the options of polls or response options in the online platforms or by working with the Mentimeter.

Theoretical background



In this part we give the professionals more information about social bonding, connecting and linking with polarization and alienation.

- Why is it important to work on social bonding / group dynamics?
- And why precisely with this target group?

⇒ See theoretical background in chapter 2.

Tuckman's model

Introduction

Tuckman's model explains which phases a group of people goes through to form a group. To make this visible, an exercise will be done, which forces the participants to go through the different phases of group formation. Then the theory is explained, and together we look for ways to respond to the different phases of group formation.

In an online course, you cannot do the exercise below. However, you can explain the theory using the information in the Resource Pack.

Excercise (35')

In order for the exercise to have an effect, an extensive debriefing is needed, demonstrating the different phases with statements and events in both teams. Ideally, there are 2 supervisors, one of whom should observe and write down, and then give examples (see debriefing).

Material

Crossbar, scissors, tape, glue, pencils, markers, elastics, fabric, toilet rolls, paper clips, cord, thumbtacks, ... NO paper

Explanation of the assignment

A big storm is blowing through the room: the participants are criss-crossing each other and have to make groups based on the number of whistles they heard: 1x whistle = alone, 2x whistle = per 2, 3x whistle = per 3,. In this way, 2 groups are eventually created.

The storm broke all connections between our 2 groups: the only option is to build a bridge again. Each team builds one half of a bridge. At the end, the two halves are joined. No glue or any type of adhesive may be used for this. The bridge centre (the span) must be at least 50cm long and it must be at least 35cm high.

The assignment is carried out in two separate rooms, supervisors each observe a team (how is the assignment carried out, how do participants actively help).

They will have a total of 30 minutes to work on the bridge. In between, they may consult by sending a delegate, who then consults with the delegate of the other group. There should be no other communication.

The quality of the bridge is assessed as follows (product evaluation): can a pencil remain on it for at least 30 ", beauty, creativity, originality, ...

Evaluation/debriefing (15')

The quality of the collaboration (process evaluation) is based on Tuckman's phase model. Each phase is briefly explained and then illustrated by examples and statements from both groups (hence the 2nd observer!). Let as much as possible come from the group itself, after all, they have just experienced it. Complete with those things they overlooked. If necessary, include other examples from the group, based on their own experiences with groups.

Brief general information about this model:

This model is "only" one model. You will not be able to distinguish all phases so clearly in each group. It is also just 1 model within a range of theories about group formation, so it certainly does not contain the truth. However, it does provide guidance and, through the clear division, allows us to consider how (positive) group formation can be influenced.

Forming:

- Uncertainty, testing boundaries, both of the people you work with and of the tasks you have to perform. Wait and see attitude.
- This allows you to build a relationship of dependency with your leader and team members.
- Team members usually behave independently in this phase. They are motivated, but ill-informed about the team's goal. So, they are insecure and concerned, but will not show it.
- A lot of talking and little listening
- If not formally appointed, a leader will now arise. He ensures the creation of trust and psychological safety. The leadership style is therefore conducive. In this way the team members discover which direction they should go.

In this phase, a lot of attention and time will go to making agreements, setting standards and establishing procedures

How can you facilitate this phase?

- o "Forcing" acquaintance through methodologies such as in the beginning of this session: pure acquaintance, but also looking for similarities.
- o Make agreements, such as letting everyone speak up, respect for each other's opinion, active involvement ...
- o ...

Storming:

- There is more trust among the team members.
- Conflicts arise about the way of working together, interpersonal issues and the goals of the team.
- Members show their personality during a discussion.
- Frustration or disagreement about goals, expectations, roles and responsibilities arises and these are expressed openly.
- In expressing their own personalities, they are hindered by the fear of falling out of the group, and stimulated by the fear of having to adapt too much to the group.
- Role of the team leader: guiding the difficult transition phase, stimulating the team to express their opinion, rewarding team members for their input.
- Team leader must remain neutral so that team members learn to resolve conflicts themselves. This is very important in the next phase.

The focus is mainly on relationships and atmosphere and not on the task.
How can you facilitate this phase?

- Make sure everyone can express their opinion
- Giving positive feedback
- Motivate and stimulate
- ...

Norming

- When the 'storming' has been completed, peace returns and you can talk about cooperation in a structural way. A sense of unity arises.
- Problems are now tackled in a constructive way.
- The rules, values, norms and methods of the team are further elaborated.
- Team members are more open to each other, the collaboration will run smoother in this phase. People respect and accept each other.
- People work constructively on solving interpersonal problems, group cohesion and motivation levels rise.
- Emphasis is on harmony at all costs
- How can you facilitate this phase?
 - o Make sure that appointments are noted, so that everyone knows clearly what is expected.
 - o Then release the group, let them go on their own
 - o Support only when necessary: with questions or problems that arise, and then address the group as a whole, not just one individual
 - o Organize team building events to strengthen the connections between group members.

Forming

- Everything is now focused on the completion of the assignment.
- The team functions as a close-knit group: openness, unity, direct communication.
- Working is pleasant and goes without saying.
- The team has a clear understanding of the purpose of the assignment and is fully behind it.
- The way of working together is now clear.
- The team can now make decisions without interference from the team leader.
- That team leader can now delegate.

Emphasis is on working on the task.

How can you facilitate this phase?

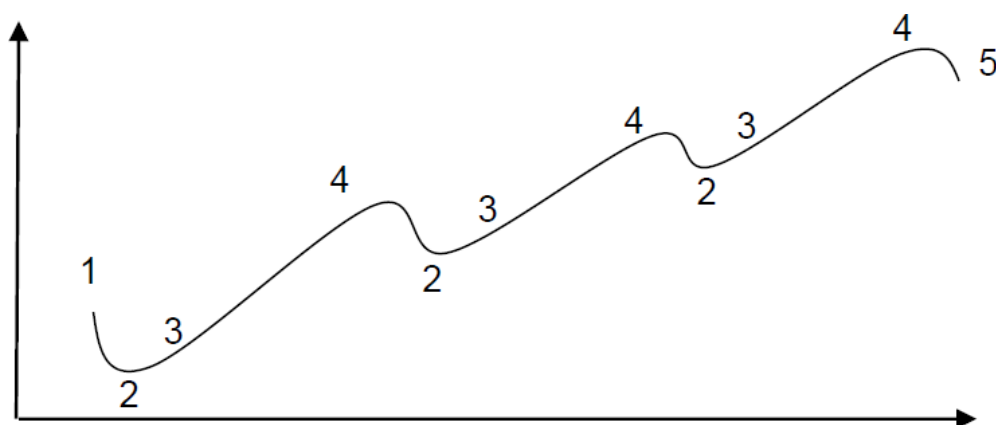
- o Not, everything should go smoothly here
- o However, the model is not always linear, so one can always "fall back" to a previous phase, where you can / must play a role.

Ending/Mourning/Adjourning

- Tasks of the team are completed.
- Group will have to disintegrate
- Because of the fear of missing the group, people start to distance themselves from each other before the final end.
- Motivation level will drop as a result.
- As a team leader it is advisable to pay attention to the dismantling of the team. A final drink, for example, can offer explicit time and space for this and has a symbolic effect as the end. A closing of the period is certainly important.

How can you facilitate this phase?

- o Organize a farewell moment, even if only 1 of the group members leaves the group, which is also a change of the group
- o If there really was an assignment (eg for politicization), give feedback, share any results and let them write down recommendations for future actions, for example.





The figure above also tells something about the effectiveness within the group work, and about the authority of the group leader towards the free space for others.

It is therefore also important to note that relapse often takes place within the phases. Certain events (such as the “meeting moment” between the delegates during the construction of the bridge) can again entail a storming, norming and performing phase.

TORI-theory (Gibb)

Introduction

The TORI model is another model, that expresses a group’s movement toward (T) trusting relationships, (O) open communication, (R) self-realization and (I) interdependence. It is seen as a cascade: when we trust people, we will be more open about what we want, what we care about, what matters... This openness leads to greater realization. We are more likely to get what we want, what we care about, what really matters to us when we are more open about it. This leads us to the next step, a greater independence: a community, a thriving, vital, healthy organism, as a natural consequence of this cascade. which provides (additional) information about how a group moves from nothing to trust relationships, open communication (Openness), self-realization (Realization) and mutual involvement (Interdependence).

Briefly explain the following to the participants:

Phases (10')

1. Acceptance

The group members must first accept themselves (self-confidence) before trust can be placed in others. The next step is to trust others. This can be done by getting to know each other, looking for similarities, bringing authenticity... (see also part 1: Acquaintance). But also, by creating clear expectations: what is expected and when, how... by, for example, drawing up rules.

2. Knowledge flow

This phase is characterized by the exchange of information in an open manner. There is confidence to share opinions, to challenge each other in this, and also to accept the differences. Disagreements and conflicts are still possible, but are dealt with in a constructive manner.

This is not always easy, and the supervisor plays a major role here, for example by giving agreeing communication guidelines, allowing everyone to participate, making agreements about possible decisions ...

3. Goal forming

In this phase there is cooperation and participation. Group members help each other and listen to each other. They are involved in the possible goal and want to achieve this together. This will work well if the decisions have been made together, if they were based on good discussions beforehand. After all, it is "their" decision. There is a clear goal, which must be achieved now. Good agreements must be made to achieve the goal.

4. Organization and control

We are mutually dependent on each other. Everyone has his task and role, and will act accordingly. Each group member has confidence in the other. Tasks are distributed well, problems are solved spontaneously.

Processing (20')



Divide the group into 4.

Groups 1 and 2 are given the following assignment:

For phase 1 and 2, come up with a technique / method /... to ensure that that phase runs smoothly, to prevent problems or even to speed up the phase, in that concrete situation.

Groups 3 and 4 are given the following assignment:

There are no really specific techniques for Phase 3 and 4. As a counselor, it is important to monitor, preserve and further invest in trust and openness.

How can you do this as a supervisor?

Give them 10 minutes to think about this. Discuss the answers found together in a group and possibly write down the most important things.

This exercise can also be done in an online course, by creating online groups and writing down the most important things on an online whiteboard.

Possible solutions:

Phase 1:

- Introductory techniques (but then they must come up with other than those already applied in this session)
- Make clear rules: start time, break, active participation ...
- Permanent team building through the other activities / meetings

Phase 2:

- Agreements about discussions: for example, only the person with the hat on (talking stick) is allowed to speak, we do not interrupt each other, questions are only allowed at the end, there are no wrong answers, there is no laughing at each other ...

Ideally, these agreements are made together.

- Encourage active participation:
 - Get everyone involved by giving every single one the floor
 - Giving positive feedback on participation
 - At the end of a meeting, everyone says what he thought was positive (of the meeting, but possibly also of a fellow group member)
- Decisions
 - Agreements about decisions:
 - A decision will only be taken if everyone / the majority /... agrees
 - We always let a day sink in before knocking off finally
 - ...
 - Clearly repeat what has been agreed

Phase 3 and 4: Leadership

- Being personal, non-role
 - o Minimal screening of responses doesn't select behavior or responses because it would be helpful, but share areas of yourself, however relevant or professional they may seem to me to be.
- Focus upon relations between persons and persons: not leader and member, but equal and no power relation
- Respond to the other as a unique person, not as a client, patient or person needing help
- Concern for growth and development of each of us in all of our relationships, not on the 'remedying the deficient individual'
- Respond on what you see and feel (being spontaneous) and not on what patients or members seem to need (programming). Focus upon intuition, gut feel of what to do.
- Focus upon available, direct, experienced and visible behavior and elemental feelings and perceptions, not on motives or interpretations. Do not generalize behavior or feelings.
- Concern for growth and development of each of us in all of our relationships.

Group evaluation

You can use the methods below to evaluate and foster the group atmosphere at the same time. You will learn how the participants feel in the group and / or how they see their own place and / or that of others in the group. In this way you gain insight into what participants see and feel, whether there are any problems and you can apply other methodologies in a targeted manner.



Blob tree

This exercise can be used in several ways:

- Individually if you see that someone is not feeling well, to start a conversation
- As a team building in a group, to see what we are like as a group, how everyone feels within the group, who takes which role ...
- In case of problems in the group, such as conflicts, exclusion, ...

Give each participant the drawing of the Blob tree (see appendix for the drawing and background information). This tree represents our group and all group members. There are then two options:

- Have the participants colour the Blob they most identify with (and ask to reflect on why they choose this one)
- Give each participant the name of another participant (your left neighbor, draw names, alphabetically the next one...) and let them choose and color a Blob for that participant: how do you see that person in the group?

In an online training you show the drawing on your screen, after which you give the participants time to think about (one of) the questions. The discussion afterwards can also perfectly be done online.

Do a debriefing in the group:

- Which Blob did you choose?
- Why do you choose this Blob for yourself / the other?
- What does this Blob look like? What does it feel? Where is it and why? What other blobs does it come with?

You can repeat this exercise regularly, to see how the group is developing, whether people feel different in the group after a certain period of time, or whether this may depend on the type of activity you are undertaking with the group.

Car mechanic

Give each participant a large drawing of a car with the different parts clearly visible. Each participant fills in the name of another participant (and himself!) for each part. Elements that can be used: brake, engine, gear, heating, lights, seat belt, wheels, fuel, ...

In an online training you show the drawing on your screen, after which you give the participants time to think about (one of) the questions. The discussion afterwards can also perfectly be done online.

Discuss afterwards by looking at who entered which name where:

- Who is the engine of the group?
- Who's on the brakes now and then?
- Who brings enlightenment and new insights?
- Who provides the atmosphere (eg indoor lighting, heating ...)?
- ...

Dealing with problems in groups



In this part, participants practice their skills in dealing with problems in groups through role play. There is always at least one role of supervisor and of one participant. Depending on the situation, there are other roles. The intention is that the participants empathize with the situation, and then play it. The other participants observe the role play.

The situation is discussed after each role play. Make sure that you start by letting the participant who played the supervisor ventilate. After that, the others can complement.

The intention is that together we come to a number of possible solutions / ways of acting for each role play. There is not one correct answer or one correct solution.

Every situation is different, and every participant responds differently. This is about getting tips and learning from each other.

As trainer you are free to adapt the setting in the described situations to your own context, as it is all about the "problem".

Print the roles on separate pieces of paper and hand out to the players. Give them a few minutes to prepare to empathize with their role and think about how they are going to deal with the situation.

In an online course, you cannot reenact the situations. However, you can divide the participants into groups and have each look at a situation and discuss it, and then their solution is discussed in the large group.

Role play: The new one

Role of the youth worker: You are a youth worker in a teenage girl organization. Noor and her friends have been participating for several years now, and they grew from children's activities to teenagers. Recently there is a new girl, Sara. She tries very hard to fit in, but Noor and her friends make it clear that they don't want to have Sara around. You see Sara crawl into her shell, while Noor takes over even more and incites her friends to ignore Sara.

Role of Sara: You have been living in the city for several months. To make new friends, you go to the teenage girl group in your area. However, you still didn't make any friends. The other girls have known each other for some time, and they won't let you into their group.

Actually, you don't like to go anymore, but you have to, because your mother doesn't like you sitting at home alone.

Role of Noor: You have lived in the city all your life and you go to the teenage girls' group in your neighborhood. The other girls there are your best friends, you've known each other for years. Recently there is a new girl, Sara. That intruder doesn't belong here, so you ignore her completely and push the other girls to do the same. You have each other, no one else is needed.

Role of Myriam & Nadia: You have lived in the city all your life and you go to the teenage girls' group in your neighborhood. The other girls there are your best friends, you've known each other for years. Recently there is a new girl, Sara. She seems quite okay, but your friend Noor completely shuts her out, she thinks the three of you are enough. You feel sorry for Sara, but you don't want to lose Noor either...

Debriefing:

- Have the "youth worker" ventilate by asking the following questions:
 - o What do you think was going on?
 - o What did you do and why?
- Let the "girls" complete and start with Sara, then Noor, and then the 2 other girls
 - o What was actually going on?
 - o What did the youth workers action do to you?
 - o Do you think the youth worker should have done something else?
- Let the group complement:
 - o What did you think of the interaction?
 - o What went well?
 - o What could be better?
 - o Are there other things that need to be done?

Role play: Quiet Jacob

Role of youth worker: Every Wednesday evening an information moment is organized in your association on the most diverse subjects. This is always very educational and fun, and everyone actively participates. In recent weeks, however, you see that Jacob is physically present, but he doesn't say anything anymore. He just sits in a corner, listening, does not actively participate in the discussions and does not hang

around afterwards. The other members have already spoken to Jacob, but he responds curtly and wants to be left alone. You intend to address Jacob today.

Role of Jacob: Every Wednesday evening you go to the session of your organization. A few weeks ago, you got some bad news: your parents are getting divorced. You are angry with them and the world. You keep coming to the sessions to get away from home, but you can only think about the divorce: what's going to happen to you and your sisters? Do you have to move? ... You just want to be left alone. When the supervisor speaks to you, you don't dare to say what is going on at first (let them make some effort), but in the end it becomes too much for you and you burst into tears.

Debriefing:

- Have the "youth worker" ventilate by asking the following questions:
 - o What do you think was going on?
 - o What did you do and why?
- Let the "Jacob" complete:
 - o What was actually going on?
 - o What did the youth workers action do to you?
 - o Do you think the youth worker should have done something else?
- Let the group complement:
 - o What did you think of the interaction?
 - o What went well?
 - o What could be better?
 - o Are there other things that need to be done?

This is an individual issue that influences group operations. As a youth worker, it is therefore a matter of helping the individual youngster. However, since this has had an effect on the entire group, something needs to be done with this too. What can you do after the conversation with Jacob to / with the entire group?

Role play: In-groups

Role of teacher: You are an economics teacher and you teach a class of 16 years old. The atmosphere in this class is not great, but so far, no major problems. The students cooperate well individually. This year the students have to set up a mini-company per 4. Today you divide the groups. You may expect trouble because you have to put Sem and Noah together with Adam and Kamil. These 4 don't really match, to say the least.

Role of Sem & Noah: You have been best friends for several years: in the same class, playing football together, watching the girls together, secretly smoking a cigarette, you do everything together. Today you have economics, a subject that you find interesting, as you hope to start your own business one day. You do your best, even if you hide this behind a lot of tough talk. You are in the same class as Adam and Kamil, two boys who look like they are only 12 and are only interested in books. No way that you are going to work with them, that can only be boring!

Role of Adam & Kamil: You are in the same class and hang out together, even during recess. You both are hard workers, and you think it is important to get good marks, especially for economics, as you hope to start your own business one day. You are in class with Sem and Noah, two guys who think they are already 20 years old and only seem to think about smoking, football and girls. No way that you are going to work with them, you two are going to have to do all the work and they are going to run with the good marks!

Debriefing:

- Have the "teacher" ventilate by asking the following questions:
 - o What do you think was going on?
 - o What did you do and why?
- Let the "students" complete:
 - o What was actually going on?
 - o What did the teachers action do to you?
 - o Do you think the teacher should have done something else?
- Let the group complement:
 - o What did you think of the interaction?
 - o What went well?
 - o What could be better?
 - o Are there other things that need to be done?

One of the problems here is that the students misunderstand each other, which prevents them from working towards a goal together. However, all 4 are motivated to work towards that goal. So, it will be a matter of bringing them closer together, so that they can work together in a good way. Let the participants brainstorm about this themselves, if this has not yet come out of the debriefing.

Reflection



Post-its

Go back to the post-its and go over them with the participants.

- Have the expectations been met?
- Why yes/no?
- What were you missing?
- Did we dwell too long on certain things?

Comfort, stretch, panic

Repeat the exercise from the beginning. Draw the circles again and read the same statements again. After each statement you compare how the participants felt in the beginning. You can project the photos you took at the beginning of the session. Have the participants explain why they moved or where they stand now.

Closing

At the end of a training session, it is important to have a closing moment with the participants. These are some of the possible questions you can use:

- Do you feel more comfortable dealing with this issue in your practice?
- Which elements from this training were very useful for your practice?
- What questions and uncertainties are left unanswered?
- What opportunities and limitations do you see now to use this in your professional context?

At the end of the training session, as a trainer you can also refer to other training courses and to the supervision programs that are offered (see follow-up part in this training).

5 Attachments



Overview

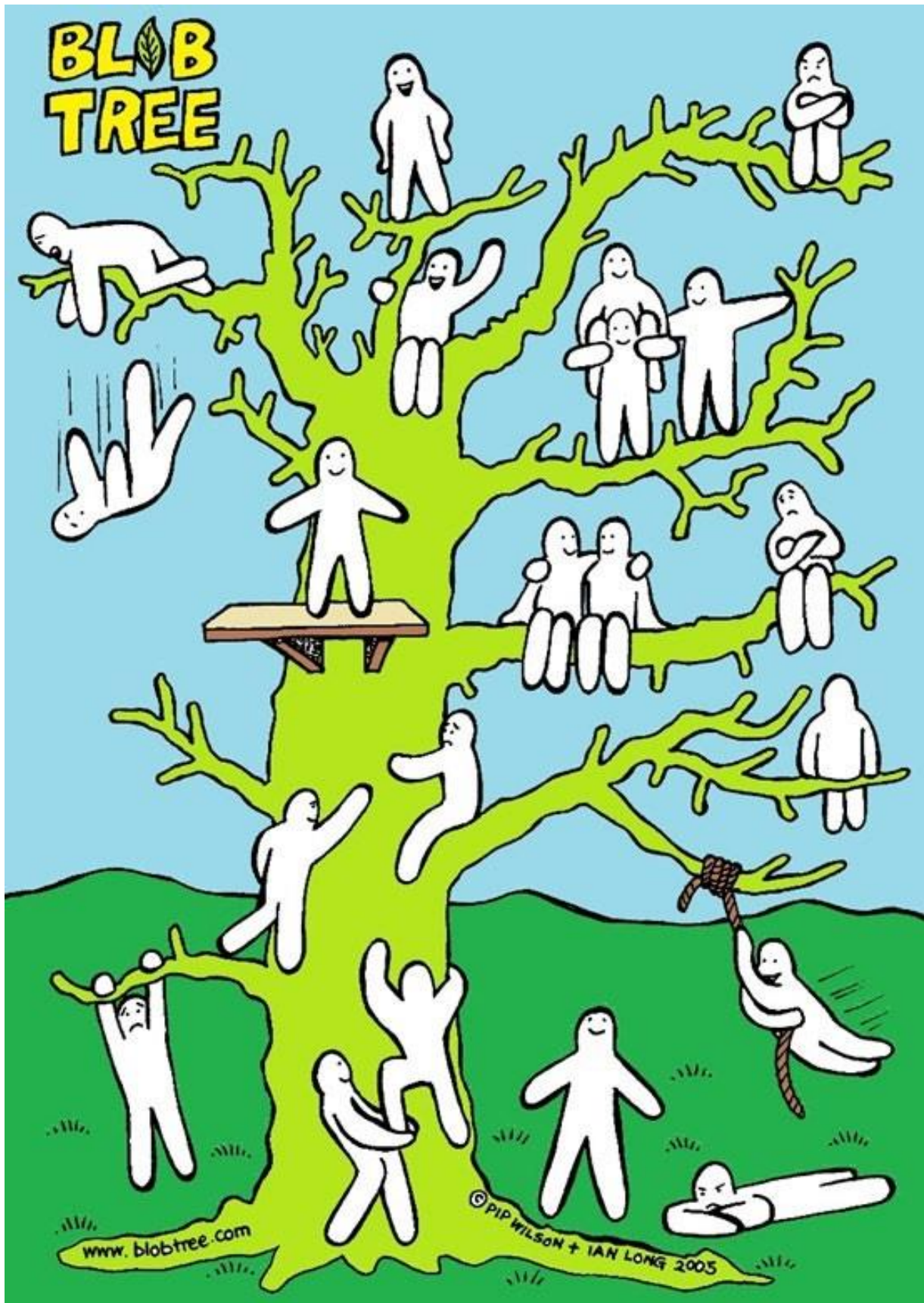
1. I am... - statements
2. Blob Tree

I am... - statements

Complete the "I am ..." statements in terms that describe you. All wording is good if you think it describes you.

1. I am
2. I am
3. I am
4. I am
5. I am
6. I am
7. I am
8. I am
9. I am
10. I am
11. I am
12. I am
13. I am
14. I am
15. I am
16. I am
17. I am
18. I am
19. I am
20. I am

Blob tree



(Blobtree.com,2005)

The Tree: this is a place, a group or an organization. It could be your family, a club, a group of friends, a church, a school, an office, a football team, a group that travel by bus, a set of friends on msn, the latest panelists on 'Britain's Got Talent', or even just yourself. By being a tree, it doesn't restrict itself to a single place so it can be used in any context. There is a platform and a rope to swing on. What do they symbolize? They might represent safety, leadership, separation, fun or wastefulness? It depends upon how you feel as you look at them, and how you feel that day! Sometimes there is more than one tree, because the way other groups interact with us affects how our group feels.

The Blobs: these are a variety of characters expressing a variety of feelings. It's very important to use the name Blobs, rather than he or she, as they are not white males or females, but genderless and colorless. Ask questions such as, "How do you think this Blob feels?" or "Which Blob do you think is the saddest and why?" This neutral term includes everyone and keeps the Blob tool as open as possible. Members of your group may continue to ascribe gender to the Blobs, but as long as you set the lead, most of the group will adopt your expressions. The Blobs in the Tree are interacting too, as all groups do. They are also interacting with the Tree. They have placed themselves on the Tree, or are trying to get on the Tree. Their places are important to consider. Some people only feel able to select from the Blobs at the bottom of the Tree, whilst others tend to fly straight to the top! The selection of a Blob is a snap-shot of how that person is feeling at that very moment. Some people record a date next to the image to retain that for their work. In talking at a conference of educational psychologists, Ian discovered that many use the Blob Tree sheet as a visual assessment tool, recording their client's responses straight onto the sheet.

The Grass: under the Tree, and away from it, is the grass. It conveys being outside the Tree, a place where you might go after climbing out of the Tree. This isn't necessarily a negative place. After a youth group, a day at work or an evening out with one's family it is nice to retreat and relax away from the group dynamic. So, the grass might simply be that – a place of respite. It can also be a place of opposition to what is going on in the Tree. As such, it is worth exploring what people mean when they say, "I want to be on the grass". The proximity to the Tree is worth noting as again it gives clues as to how people are feeling at that moment in time.

6 This training in the ORPHEUS project

ORPHEUS - Offline and online Radicalization Prevention Holding back Extremism and Upholding Security

In European cities the threat of violent extremism of all types, such as jihadi, extreme right and hate crimes, is a significant and rising social concern. The Interreg ORPHEUS project will develop alternatives to offline and online prevention of violent extremism. We propose an approach that is not problem oriented but wellbeing oriented. ORPHEUS will develop new integrated and aligned services by extending the prevention service together with private and social institutions, and with young people and their educators as central actors.

1. We enhance the integral prevention model to address violent extremism.

We create a new prevention framework: the ORPHEUS Prevention Pyramid. We combine efforts from general prevention to direct intervention. We target the interplay of different risk and protective factors.

2. We develop safe spaces for and with young people. In our safe spaces approach, we stimulate and organize open dialogue, connect young people in balanced bonding with family, friends and institutions and support the public expression of their grievances.

3. We build resilience, critical thinking skills and increase confidence of educators. We enhance key analytical skills within young people. We involve young people and educators as part of the solution. We empower educators to facilitate difficult conversations on sensitive topics.

4. We integrate online work on different levels of prevention. We develop online alter-narratives to raise critical awareness. We also develop broader internet safety techniques to keep young people safe online.

5. We provide guidance and policy recommendations for adoption of an integrated prevention method in the 2Seas area.

Eight European partners, consisting of professionals, researchers and policy makers, participate:

- Stad Mechelen (BE)
- Portsmouth City Council (UK)
- University of Portsmouth (UK)
- Arteveldehogeschool Gent (BE)
- Greta Grand Littoral (FR)
- Ceapire (BE)
- University College Roosevelt (NL)
- ContourdeTwern (NL).

This training is part of the ORPHEUS project and relates to the key concepts and models in this project.

Safe spaces

In the Orpheus' framework paper, the concept of 'safe spaces' is explained as a pedagogical approach:



- The concept of safe space is not so much characterized by a location, institution, organization ... but by **the pedagogy** and philosophy behind it. The pedagogical view should be aimed at rebalancing protection and emancipation, and **(re)install 'safe spaces as laboratories'** where young people are in charge, working together in empowering ways and participate in the whole society.

One of the main goals of the safe spaces approach is that delicate topics can be addressed comfortably with a positive pedagogical support as opposed to a disproportional repressive reaction, censorship or exclusion. This training helps key players (such as social and youth workers, educators, voluntary key players and peers) to engage in and facilitate implementation of safe space solutions for young people who are in at risk of engaging in a process of social alienation. For the specific topic of controversial issues, various studies² have indicated that youth workers need support in at least on three key elements:

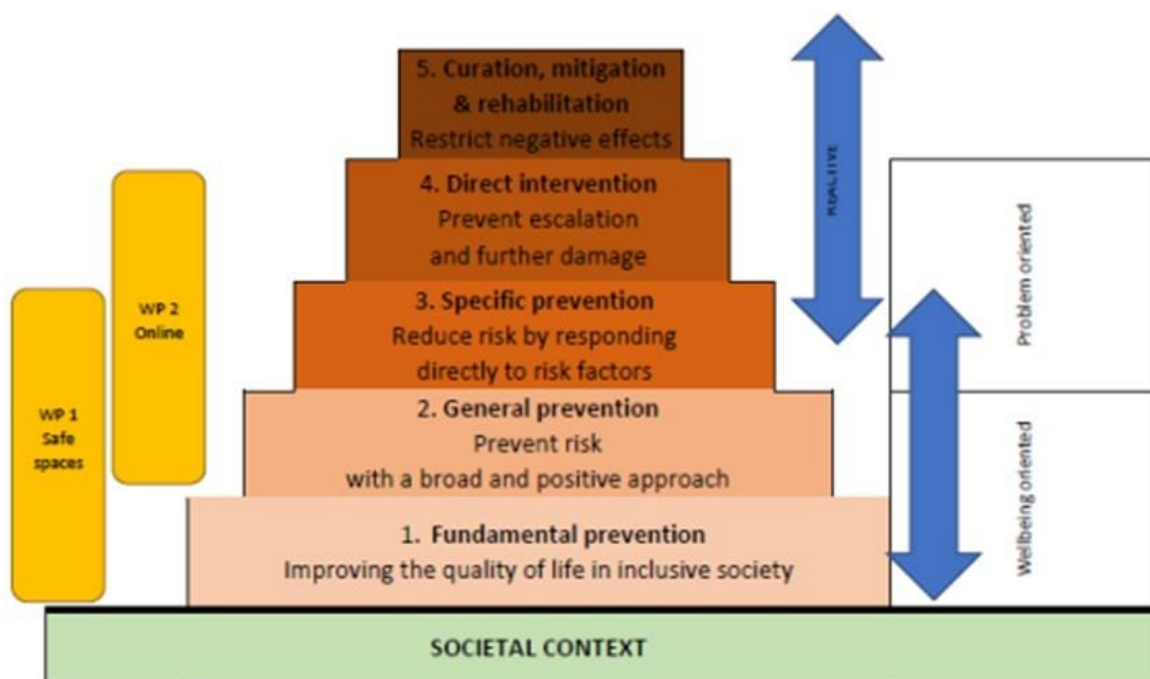
- maintaining a relation of trust and confidentiality with the young people,
- coping with their own action embarrassment
- dealing with the question 'what is negotiable and what isn't?' in discussing controversial issues with young people.

Thomas et al³ concluded that there was a distribution of confidence in staff that teach subjects that cover 'difficult conversations' as part of their curriculum

Dealing soundly with controversy starts with an understanding of what a safe space can mean for young people. A safe space can be described as, on the one hand, a confined space where a lab is set up for learning experiences with a freedom of expression that is not always possible in the outside world. This may evolve into what Diana Hess and Paula McAvoy⁴ call a 'political class', a space where discussions about politics and society are given a central place. In addition to being a 'closed' space, the safe space is also a 'public space' connected to the outside world, and in that sense the lab is never completely closed. All conflicts in society can just pop up in the safe space. It is a small step from that interpretation of safe space as a lab for the public debate to the idea of 'making the debate public' in practices of politicization with and by young people.

² See for instance Van Alstein (2019) and Menarg (2018).³ Busher, J., Choudhury, T., Thomas, P., Harris, G. (2017). ⁴ Hess, D.E. & McAvoy, P. (2015).

Prevention pyramid



Framework for the integral prevention of radicalisation towards political violence - Görgöz, Vanhove & Van Bouchaute, elaborated on the model of Dekkerck, J. (2006)

This training focuses on:

General prevention = wellbeing oriented

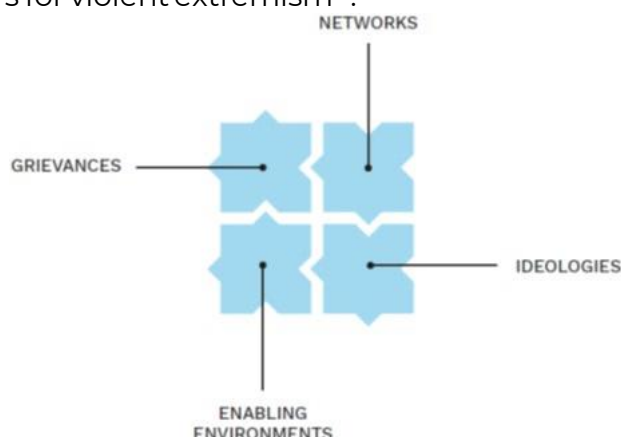
Upskilling educators and youth workers in managing controversial issues with young people is a contribution to citizenship education. In our approach of citizenship, we embrace the significance of disagreement and conflict in a shared democratic space. The key issue is that citizens can approach each other as opponents in a discussion and not as enemies. Our starting point is that young people are entitled to have a voice in the public debate about society as equals. This doesn't mean that they don't need pedagogical support, but it stresses their actorship (see citizenship and politicization).

Specific prevention = problem oriented:

This training supports educators in addressing risk factors (see puzzle model). In this training the emphasis refers more to strengthening the general proactive and inclusive preventive goals in pedagogical environments (the lower layers of the pyramid) than to the more problem-oriented and curative expectations in the fight against violent extremism (the higher layers of the pyramid)

Puzzle model on the risk factors for violent extremism

Orpheus uses a puzzle model – instead of the mainstream linear models – to tackle four main risk factors for violent extremism⁵.



This training focuses on three of these factors:

1. This training focuses on 'offering legitimate and effective channels for the expression of **grievances**. Grievances concerning both objective and subjective injustice, inequality, discrimination, ... can become important drivers towards violent extremism. Within safe spaces young people have the opportunity to express their grievances in an interactive, constructive and informal environment (internal dimension of safe spaces) and work on solutions.
2. Attention for a **safe and respectful climate** during intense discussions and for recognizing opposites without lapsing into enmity contributes to 'positive networks'.
3. For the puzzle element of '**ideologies**': this training helps key persons to support young people in critical thinking on ideas, narratives, ... This scheme clarifies what we want to achieve here:

Key skill	What it means	What it looks like	What it does
Critical thinking.	- Ability to question information and views.	- Asking why has this been produced and for what reason? - Who produced this and why? - Why has it been shared with you?	- Allows you to Separate the authentic from the made-up. - Gives you a broader perspective on views and information. - Allows you to spot harmful narratives.

By offering support in having productive debates on controversial issues this training indirectly contributes to 'strengthening **positive networks** for young people'.

⁵ The puzzle model was developed by Hafez, M., & Mullins, C. (2015).

Politicization

The Orpheus project accepts the **need of public expression of grievances** in tackling the causes of violent extremism. We will develop methods to support young people to express and address their grievances in the public sphere.

Within safe spaces delicate topics can be addressed comfortably, young people are stimulated to engage in social institutions, and are supported to express and address their grievances in the public sphere. **Learning to debate controversial issues** in a constructive way is a necessary step in the safe spaces approach in order to upskill you people in expressing and addressing grievances. It is the public character of expressing grievances that refers to the concept of **politicization**. Politicization is concerned with practices that contribute to the organization of the **public debate** and disagreement about how to organize society together in a democratic way. That public disagreement is intimately linked to a vital democracy. This training indirectly supports the politicization idea in the Orpheus project and will be combined with a specific training module on politicization .

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