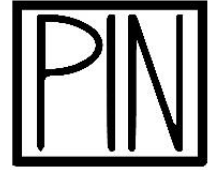




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Hedayah
countering violent extremism



PSYCHOEDUCATIONAL WORKSHOP PROGRAM

- Handbook for facilitators -

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INTRODUCTION

Educating adolescents and youth about peaceful resolution of conflicts and the prevention of violence has been recognized as one of the essential aspects of education that should be promoted on a global level (UNICEF, 1999). Therefore, it is necessary to educate young people to understand and apply the terms of tolerance, solidarity, inter-cultural and inter-group differences. This kind of peace education should have positive outcomes not only on their interpersonal relations, but also to their well-being, positive development, and security.

Programs of elementary and secondary education in Serbia include civic education as a kind of peace education. However, it is not a mandatory subject, which means that some of the young people never have any kind of civic education as a part of their formal education. A recent evaluation of the Civic education outcomes showed that many of the students did not acquire knowledge about its basic concepts, calling into question the reach of the knowledge about the topics of this subject (Baucal, Džamonja Ignjatović, Pavlović, & Damnjanović, 2019). Therefore, the institutional education could not be considered as one of the most important sources of the topics such as peaceful conflict resolution, violence prevention, or the respect of inter-cultural differences. Taking into account that Serbian society is still influenced by recent civil war in former Yugoslavia, it is not surprising that Serbian youth demonstrates high levels of inter-ethnic intolerance, followed by feelings of personal and national insecurity (Popadić, Pavlović, & Mihailović, 2019).

Although formal education is one of the crucial factors of attitude development in adolescence, it is not the only one. Parents and peers, as well as the media, are an important factor of attitude development as well. In this period, young people re-consider their beliefs. They explore new sources of information about the world, which usually result in re-considering their personal and social identities, leading to a kind of identity crisis (Kidwell, Dunham, Bacho, Pastorino, & Portes, 1995). The crisis makes adolescents highly susceptible to the influences of the groups that offer a “stable” group identity, with clearly defined normative beliefs and behavioral prescription, such as football fan gangs, religious fanatics, nationalist or xenophobic groups (Hogg, 2014). Adopting such identities might lead to developing extreme attitudes, or even behaviors towards the out-group members, resulting in intergroup intolerance, conflicts, and possible violence that can escalate into radicalization and violent extremism. Therefore, it is necessary to find mechanisms to build young people’s resilience to such influences and

decrease the risk of adopting negative out-group attitudes and behaviors. Building resilience to negative influences should be a part of the institutional peace education course. However, the Serbian educational system does not offer a comprehensive program for it. Therefore, it is essential to implement alternative educational programs that would have similar outcomes.

In the last 20 years, much attention was given to research of strategies and implementation of programs for preventing and suppressing radicalization and violent extremism. Many of them were focused on the areas where inter-ethnic hostility is usually followed by some kind of extremist acts, like in East Africa (Community resilience to violent extremism in Kenya, 2016; The Kenya transition initiative program, 2014; The Garissa youth program, 2008; Somalia Youth livelihoods program, 2011). The others were focused on providing a scientific understanding of the radicalization phenomenon, such as SAFIRE (2013). The third group are those programs that were focused on teaching methods that help to build resilience to radicalization and violent extremism (RVE) (Teaching approaches that help to build resilience to extremism among young people, 2011; TERRA, 2013; RAN, 2019). In Serbia, one such program was conducted by the Helsinki Committee for Human Rights (Prevention of radical extremism among high school students [Prevenција radikalnog ekstremizma među srednjoškolicima], 2018), however, it did not comprehend the general population of students, but rather those who were initially interested to be a part of the program. The most of the mentioned programs targeted terrorism as the final outcome of radicalization process and focused on preventing radical behaviors, rather than on primary prevention that should target risk factors for RVE. Generally, primary prevention here is crucial for the identification of young people who are at risk of developing any forms of RVE ideas and behaviors and suppressing them before the radicalization process begins.

One of the programs that focused on radicalization prevention, rather than terrorism suppression, is TERRA (Terrorism and Radicalization), composed of the European Network Based Prevention and Learning Program. The educational part of the program was implemented as a curriculum that consisted of workshops comprehending the following topics: personal and social identity, social roles, assertive communication, conflict resolution, empathy, critical thinking, and social change (Sklad & Park, 2016). It aimed to build resilience to radicalization and violent extremism (RVE) in young people, without explicitly mentioning

these terms, but rather by empowering youth to develop skills that should protect young people from developing forms of violent extremist behaviors.

Among the aims of TERRA project, of the highest importance for us were (1) overview and description of methods and approaches to screen victims, recognition of radicalization signs, and advice to enhance the rehabilitation of terrorists; (2) producing a manual with recommendations for front-liners, such as teachers, social and youth workers, policymakers; (3) making the education package on topics of importance for radicalization prevention, recognition, and reduction. We, therefore, used TERRA's approach as a base for making the education program for youth in Serbia. In order to implement ideas that were not directly reported in TERRA, but seem to be essential for RVE prevention programs, we relied mostly on contemporary psychological theories on social identity and radicalization; we also relied on the other programs that covered the topics of importance for building resilience in young people, such as self-confidence (Murphy, 2013). Finally, since specific cultural context must be taken into account when such programs are developed, we also used the report based on a recent project on the topic of radical extremism prevention conducted in Serbia and supported by the Helsinki Committee for Human Rights in Serbia.

TERRA project aimed to provide the knowledge about social psychological factors that are key to radicalization process, as well as to apply such knowledge to work of its target group (teachers, policy makers, journalists etc.). As a theoretical ground, the authors used Moghaddam's model "*The staircase to terrorist act*" (Moghaddam, 2005). This model conceptualizes development of terrorist behavior through six stages (ground floor + five stages), each of which implies more extreme circumstances that lead to more extreme behavior. We are going to describe these stages, but will focus on the first three (ground floor + 2 stages), as they are the most relevant for the RVE primary prevention. As higher stages include perception of violent behaviors as highly acceptable solution, they are less relevant for primary prevention. Therefore, we are not going to discuss them in detail here.

- The lowest, ground floor, refers to perception of injustice and relative deprivation, more often of one's group position than of one's position within the group. In other words, an individual perceives that their group is in a worse position than the others and perceives that as unjust. Alongside with this perception is the feeling of threat to

personal and, more often, social identity - one perceives that their group identity distinctiveness is threatened by the (usually) majority identities. Social identity threat violates optimal distinction in one's identity, i.e. the balance between assimilation (inclusion of self and others in social categories, i.e. being similar to others) and differentiation (uniqueness) between self and others (Brewer, 1991). Therefore, identity threat is usually followed by the sense of necessary but involitional assimilation with the out-group. The sense of identity threat can have detrimental effects, especially for adolescents who are continuously questioning both their individual and social identities, and can therefore develop non-normative behavior patterns as a reaction to the threat. Identifying that the individual suffers from the feelings of deprivation, identity threat, and perception of injustice might be beneficial for both the individual and society, therefore recognizing the symptoms is crucial for primary prevention of RVE.

- Perception of relative deprivation and injustice, as well as feelings of identity threat, motivate some individuals to move on the first floor and search for solutions to the unjust treatment. On this stage, one searches for the legitimate solutions for improving their position, such as convincing majority policy-makers to understand the minority's culture, or participation in democratic decision-making processes. Here the individual might also search for other solutions for improving their position, such as groups that offer at least feelings of belongingness and security. The risk of becoming a member of an extremist group arises here; therefore, identifying that an individual exhibits the described behavioral patterns, should be considered as an alarm for potential development of the RVE-like behavior.
- If previously mentioned tries for recognizing one group's problems are thwarted, one might displace the aggression and start blaming others for their group positions, which moves them on the second stair. In this stage, aggression is displaced onto out-groups that one finds responsible for threatening their identity. In the case of minorities, this out-group is mostly the majority group, or a group that is perceived as having hegemonic tendencies; in the case of majorities, the out-group that the aggression is displaced onto is usually some minority group. The in-group vs. out-group polarization becomes stronger, similarly to that in conflict escalation. This might lead one to

develop a readiness to physically displace aggression and try to take action against the perceived enemies.

- On the next stages of radicalization, one becomes susceptible to the influence of paramilitary, extremist, or terrorist organizations that offer solution to their disaffection, as well as to reforming society in a way that is perceived as optimal for one's group that is unjustly treated. Here individuals morally justify the violent acts towards the out-group and climb to the fourth and fifth stages that result in actual physical violence.

Although Moghaddam's model is empirically supported, it is not clear which points are critical for transition from one stage to another. In other words, what makes the difference between an individual who transitioned to a higher stage and the one who remained on the lower. However, here we are particularly interested in the lower levels: ground floor, as well as the first two floors, since these three seem to be the most relevant for the primary prevention. A study by Doosje et al. (2012) provides a reasonable framework for understanding why young people decide to become members of a right-wing organization, that might lead to developing extremist and even terrorist behaviors. Similar to Moghaddam (2005), they suggest that perceived distance to other people and social disconnectedness are significant determinants of sympathy for right-wing attitudes among the members of the majority ethnic group (Dutch) and, consequently, violence intentions towards the out-group. Their results indicate that perceived distance to other people is determined by intergroup anxiety, social identity threat, and individual relative deprivation; on the contrary, social disconnectedness is determined by collective relative deprivation, national identification (negatively!) and perceived injustice. Therefore, it seems plausible to target distance, intergroup anxiety, identity threat, and deprivation as risk factors for RVE. However, we stress that, unlike Moghaddam's model, this one focused on the majority population (Dutch), so the minority-majority group differences have to be taken into account. However, it is evident that some of the determinants of extremism are invariant to the group status: perceived identity threat, individual deprivation, collective deprivation and perceived injustice. Although this study focused on right-wingers, this framework can be applied on another extremist organizations, since the recent studies on radicalization and violent extremism propose that the core motives of extremists are independent of the ideology direction (Stankov, Knežević, Saucier, Radović, & Milovanović,

2018). This particularly means that the prevention approach is similar to all kinds of extremism, so the prevention programs can easily comprehend most of them.

Based on all the above, we believe that the key for preventing RVE tendencies in youth is to focus on empowering young people to understand between-groups differences, to build egalitarian rather than the hierarchical view on social groups, and to build their own social identities more inclusive. Following the TERRA model, we will create ten 45-minute workshops for high school students. The purpose of the workshops will be to build resilience to RVE by empowering students to recognize the inter-group differences and respect them, as well as to make their own social identities more flexible and inclusive. Social identity inclusiveness refers to how inclusively a person defines the in-group from the combination of multiple cross-cutting categories (Van Dommelen, Schmid, Hewstone, Gonsalkorale, & Brewer, 2015). Thus, the more inclusive social identity one has, the more willing they are to accept someone who is their partial ingroup member (i.e. national ingroup, but religious outgroup member) as a member of their group. Therefore, the more inclusive one's social identity is, the more people will they consider as in-group. Having in mind that the perception of intergroup relations is relevant for the early stage of radicalization (Moghaddam, 2005), developing the inclusive social identities might be an important factor in decreasing the risk from RVE behaviors. Social identity inclusiveness is also important for developing the intercultural skills that can help one to understand and respect cultural differences, another important factor of decreasing the risk from RVE. The workshops will also comprehend the terms of intergroup biases, stereotypes, prejudice, and discrimination, and hence empower students to become more tolerant to group differences and accept them.

Apart from the intergroup skills, the workshops will also focus on communication skills and constructive conflict resolution as well. Communication skills, such as assertive communication, are essential for positive identity development in adolescents in that it makes them more resilient to negative group influence (e.g. Tsang, Hui, & Law, 2012). Developing such skills will help students to resist persuasion to engage in activities they do not want to. Assertive communication is also effective in conflict resolution (Vera, Shin, Montgomery, Mildner, & Speight, 2004), which is another topic the workshops will be focused on. Here we will focus on not only on interpersonal, but also on intergroup conflict situations, preparing students to act wisely when they find themselves in such a situation. Another important topic for young people

to learn about is empathy. Since the recent meta-analysis on how to improve intergroup attitudes confirmed positive effects of empathy and perspective taking training (Beelmann & Heinmann, 2014), it is reasonable to include these topics into our training program.

This program will consist of ten workshops that will cover the mentioned topics: identity, self-confidence, assertive communication, conflict resolution, empathy, stereotypes, prejudice, discrimination, culture and issues related to cultural identity. The aim of the program is to build young people's resilience to radicalization and violent extremism through teaching them about the topics relevant for radicalization prevention. After the workshops cycle, young leaders from each of the class will be democratically chosen. They will be engaged in organizing events in their communities that will aim to initiate discussion about the topics covered in the program and spread the idea of intergroup tolerance.

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MODULE 1

Identity

Theme	<p>This theme should be the starting point for further workshops, which are supposed to be connected to the topics of radicalization and extremism. Research has shown that the crucial factor for joining these questionable groups or gangs is the instability of identity, characteristic for young people (Bizina & Gray, 2014; Borum, 2014). Adolescents are particularly susceptible to others' strong opinions and firm stands, because their own are still developing. Most radical and extreme groups who promote these beliefs at first provide protection, sense of belonging and support, so this makes them especially attractive to the adolescents who still develop their opinions (Moghaddam, 2005). Adolescents who join these kinds of groups rarely speak of it, but there are some risk factors for extreme behavior in the future, such as discrimination of classmates. Individuals who are particularly vulnerable to the influence of extremist groups and radical attitudes might also be discriminated, and the victims of bullying (Moghaddam, 2005). They might also have a poorly developed network of friends (McCauley & Moskalenko, 2014). Hence, when it comes to these workshops, it is important to foster a safe and cohesive environment at the beginning, so the students could feel good and use the acquired knowledge as a resource for the identity development. The hypothesis is that if students start working on their own identities and attitudes consciously, it is more likely for them to develop understanding and respect for others' opinions and preferences (TERRA Toolkit Manual).</p>
Objectives	<p>The aims of this first workshop are: To gain a sense of trust within the class; To feel a greater sense of belonging, social cohesion, community and feelings of being understood in class and at school; To become less biased and hostile towards others in a culturally diverse society; To learn about one's identity, positive skills and qualities; To realize similarities between one's own identity and the identities of classmates; To become aware of the multiple roles and identities one has; To learn to foster individuality.</p>
Target groups and the optimum number of participants	<p>Adolescent boys and girls from secondary schools (2nd and 3rd grade) 18-30 participants</p>
Duration	<p>45 minutes</p>
Material needed	<p>Flipchart, markers, 30 "I am" papers from the Appendix, pencils.</p>
Life skills to be enhanced	<p>Learning the meaning of the identity and social roles; group cohesion; the sense of belonging.</p>

Setting the Stage Activity (5 min)

Introduce yourself to the students and then say the following in your own words: *Our idea is to work together with you on 10 workshops with different topics in a couple of months, and each workshop is meant to last one school class. The aim behind them is to help you acquire some new skills through conversation, practice and socializing, but it is also for you to help us improve our existing ones. Workshops are based on a variety of psychological theories and can be of use to you when you have to deal with different everyday personal and social life situations. These skills can also come handy when it comes to enhancing communication and constructively resolving conflicts with people in your area (friends, family, and strangers). They are also meant to help improve the community you live, learn and work in, as well as society as a whole. Maybe these workshops can encourage you to think about things you didn't notice before. Do you like this plan of ours?*

After this, give students the opportunity to express their opinions and ask potential questions, but make sure you don't waste too much time.

ACTIVITY 1: Defining rules (5 min)

Aims of the activity:

- Defining rules that facilitator and students will adhere to during the next workshops;
- “Breaking the ice” before they introduce themselves;
- Establishing an egalitarian relationship between facilitator and students.

Instructions:

Let us start by defining the rules of the game that will apply to all our following workshops. I would like you to propose rules that you find important, and I will write them down on the Flipchart, so we can remind ourselves of them from time to time. What do you think is important that we all stick to during these classes?

If students do not show initiative, the facilitator should propose some rules, e.g. *while one is talking, others actively listen* and encourage them to think for themselves what is important to propose as a rule. Write down every rule on the Flipchart paper. In the continuation of the workshop, if someone does not adhere to the rules, remind the students of them. Encourage students to remind you if they believe you don't adhere to the rules. If

students do not propose rules such as "do not offense/insult others," "treat each other with respect," "we must not laugh at each other", suggest that they should be introduced.

When the rules are written down, the facilitator should tell the students the following: *Is it all right with you if I refer to the rules if I think you broke them?* The idea is that this way students give the facilitator the legitimacy of returning them to the rules if they break them and they won't get offended, because they gave permission. Also, tell students that if they notice that someone (even facilitator) is breaking the rules, they should respond.

If they do not show any initiative at all, you can write down the rules yourself:

1. While someone is talking, I respect them by listening carefully and not interrupting.
2. I must not laugh at what my friend is saying and do not judge negatively anyone else's actions¹.
3. I do not humiliate or insult others, even if I consider everything to be an "innocent joke".
4. The personal examples we give during the workshops should remain confidential and not be disseminated outside the classroom.
5. I will treat others the way I want them to treat me.

ACTIVITY 2: Getting to know each other (10 min)

Aims of the activity:

- Getting to know the students.
- Introducing students to the idea of identity.

Instructions:

I would like for each of you to introduce yourself through a little game, so we can get to know each other. First, you say your name and one word that describes you the best. After that, the next student should do the same, but also say another word to describe the person who was before him/her (in the end, circle back to the first student and the last one should say something

¹ The topic of judging others can be the driver of debate and young people may claim that they have the right to judge. Make sure that it is perfectly understandable that they sometimes disagree with other people's actions, but they should take care not to generalize disagreement with one's actions to belittle a person's overall personality. After all, we all judge, but it is more painless to judge the process than the personality. Also, we can have our own opinions about other people, but we should not hurt and torture them, just because it often happens that we were wrong. We can never know the whole life story of every person, so we need to treat people with respect and leave the possibility that our opinions can also be wrong. If the facilitator realizes that this topic is particularly important and stimulating for the students, it should be developed while fostering a non-conflicting and pleasant atmosphere.

about him/her). You can start by demonstrating with the help of the first couple of students in front of you, but if students propose otherwise, adopt their proposal. If they suggest that everyone should be represented by a best friend, refuse (because of class stars and those students who might not be close to anyone). If they start randomly talking about other students, remind them of the rules. Propose to them to write their names on a piece of paper (like at a conference), so you can properly address them. Consider the idea with the entire class and adopt it if they agree.

When students finish introducing themselves, ask the following questions: *How many of you agree with the trait that your classmate attributed to you? Put your hands up. And how many of you disagree? Why?*

Then explain to students the concept of *identity*. Discuss what the characteristics that we attribute to ourselves mean to us, and what do those that others attribute to us. In what ways that how others perceive us shape our self-image?

Explain the following definitions of identity:

- ... Characteristics that we attribute to ourselves and those that are attributed to us by others;
- ... The roles we have in society, their meanings, the expectations they carry, and their incorporation into the self;
- ... A person's knowledge of belonging to a particular social group.

ACTIVITY 3: Exercise / Am... (10 min)

To aid the students in understanding the concept of identity, show them your personal identification card or an anonymous identification card. Use the examples given on the identification card to outline how we all have several different identities (For example, I am... female, Serbian, brown-haired, 177 cm, 22 years old, student...). You can also use the descriptions they provided within the previous activity.

Give each student the handout with the 10 'I am...' statements (Appendix to Module 1). Without providing too many examples, ask each student to individually complete the 10 statements using words that relate to themselves. They don't have to fill out all the statements, but at least five of them. The activity is anonymous, so they should feel free to write whatever

they like. Allow the students four to six minutes to complete the sheet by themselves, silently (you can walk around the classroom and provide help if needed).

Information for facilitators:

- The sheets are anonymous by default, but they will be collected at the end of Activity 2. Students may be encouraged to mark them on the back in some secretive way so they can later find their sheet with ease.
- If students find it difficult to think of statements, give them a maximum of two examples (e.g., 'I am a girl', 'I am a sister'), and tell them that anything is acceptable as long as they feel the terms describe them.
- Students can write sentences that include physical, social, psychological, or holistic self-descriptions. Physical self-descriptions would include physical and demographic characteristics, ('I am 16' and 'I am tall'); social self-descriptors refer to groups, social roles or relationships (e.g., 'I am on the football team', 'I'm an environmental activist'); psychological self-descriptions refer to personality traits such as 'I am kind', whereas holistic descriptors may be vague characteristics, for example 'I am a person.'

ACTIVITY 4: Exercise "Dividing My Roles" (10 min)

Aims of the activity

- To understand the notion of social roles with regard to students' own identities;
- To become aware of the different social roles one has;
- To understand the difference between social roles, personality characteristics, and physical characteristics.

Instructions:

Say the following text aloud to the class: *Now that you have written down 10 statements that you feel describe who you are, it is time to further examine these statements. The descriptions you have written down will generally fall into three categories: personality characteristics, physical characteristics and social roles. **Personality characteristics** are attributes that describe who you are and usually define how you behave, think, and feel. The category of **physical characteristics** is defined by one's outer appearance. Lastly, there are **social roles** which are defined by your participation in a certain group or social context. For example,*

if we went outside to play football now, each of us would have some role to play on the football team (striker, goalkeeper); when we are in the store, we have a buyer role and employees have a seller role; you all have student roles in the classroom. So, in different situations, we have different roles.

Depending on the group cohesion and the students' educational background, 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 students themselves.

Now that you know what these categories are, try to divide your statements into these categories. After each statement, write down 'personality characteristics' (shorter - PC), 'physical appearance' (PA), and 'social roles' (SR). Some statements may belong to more than one category. If you think of another "I am ..." sentence to add, feel free to add it to one of these groups. 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.

After the students have done this, you should collect the papers.

Discussion:

Which category did most of your 'I am' statements fall into? What does that mean? Do you have one or more roles? How many roles did you find? Were there any 'I am' statements that were difficult to assign? Why?

Information for facilitators:

- It is helpful if the three categories are visually presented to the students on a board or by means of a PowerPoint presentation.
- It is helpful to students if the instructor walks around the classroom offering individual help and advice to the students.
- At times, students may ask challenging questions about roles that are difficult to categorize, e.g. age. It is important to raise in the discussion that certain physical characteristics are attached to some roles or other identities and those roles require us to behave in a certain way: i.e. as though we have a certain personality (e.g. 'We are students so we must act politely').

Closing Activity: *Discussion* (5 min)

Aims of the activity

- To evaluate the 'take-home' message from the session.
- To understand the most important parts of the workshop:
 - Learning about one's identity;
 - Understanding the complexity of one's identity;
 - Becoming aware of the multiple roles and identities one has;
 - Realizing similarities between one's own identity and the identities of classmates;
 - Gaining a greater sense of social cohesion in the class;
- Through a very brief discussion, summarize what are the main messages of the activities the students went through at the workshop and why they are significant:
 - Identity encompasses many different, based on which you can always say "This is me!"
 - My identity is influenced by how other people see me.
 - No one has a single role, but many of them, and they complement each other.
 - A lot of other people have the same roles as I do.
 - I am more similar to people in my area than I thought, but what makes me different from most also makes me special.

Session evaluation (few minutes before the end of the workshop)

References

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- TERRA - Manual with recommendations for a broad group of front-liners: teachers, prison warders, policemen, social and youth workers, journalists and policy makers.

APPENDIX to Module 1

Complete the 'I am...' statements with the words that describe you. All words are acceptable if you believe they describe 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 _____

MODULE 2

Strengthening Self-confidence and Creating a Positive Self-image

Theme	Self-confidence is a natural sequel to the theme of personal identity because it depicts the person's self-image and its belief in its capacities to accomplish goals. Lowered self-confidence can be a sign of an identity crisis in adolescence; therefore, the goal of this workshop is to empower adolescents on their way to the future. The hypothesis behind the value of this workshop is that there is a higher probability for youth to develop openness and acceptance for others that are different from them if they have the support to be themselves, i.e. if they learn to accept themselves for who they are (Weidenfeld, 2002).
Objectives	For youth to: learn about different elements of their identity in relation to other people; understand the importance and usefulness of self-acceptance; step into the way of building a healthy self-confidence and self-satisfaction; accept weaknesses and value virtues with the goal of obtaining a more realistic self-image and image of others; learn how to achieve emotional balance, reliability in their own capacities, integrity and opinions; make a step forward to the maturation of identity through accepting oneself and others.
Target groups and the optimum number of participants	Adolescent boys and girls from secondary schools (2 nd and 3 rd grade) 18-30 participants
Duration	45 minutes
Material needed	Printed materials from Appendix (times 30), PP presentation (if there are no conditions for PP write down instructions from Activity 1)
Life skills to be enhanced	Self-acceptance, compassion (with oneself and others), self-discipline, coping strategies and strategies of facing stressful/unpleasant facts/situations.

ACTIVITY 1: Introductory game *Affirmations* (10 min)

Instructions:

Begin with an observation - *Within the previous workshop, we talked about the identities and characteristics we have, and potentially share with other people. You have written 10 sentences that start with "I'm ..."* Do you remember what you wrote? I would now like you to think about whether you have written more negative or positive things about yourself. While the students are thinking (1-2 minutes) put a flipchart/PPP in front of them, where you wrote down:

1. Affirmations start with the words "I am...";
2. Affirmations are positive. Never use the word "not" in an affirmation (instead of writing "I am not afraid to express myself," write, "I am confidently sharing my opinion");
3. Affirmations are concise²;
4. Affirmations are specific. For example, instead of writing, "I am driving a new car," you would write, "I am driving a new black Range Rover";
5. Affirmations are in the present tense and include a word that ends in "-ing";
6. Affirmations have a "feeling" word in them ("confidently," "successfully," "gracefully");
7. Affirmations are about yourself and your own behavior, never someone else's.

Read these sentences aloud and clarify them to the students. After this, tell them: *Now I would like each of you to come up with one sentence that would represent you the best, using these sentences as guidelines.* Give students a few minutes to think of a sentence and then go in turn and give everyone a chance to say it, but confidently, clearly and loudly! Since this is only the second workshop, you can ask them to say their names first, so you might remember them better.

Discussion:

Give students the opportunity to speak their minds about the activity. You can help them with the following questions:

1. How did you feel while saying these sentences?

² If you notice that they do not understand a specific word, clarify. Do not test their knowledge individually, it can negatively affect their confidence! If given the opportunity, you can encourage students to think that it is okay NOT TO KNOW something, and that the fear of ignorance may also be a reflection of low self-esteem. When we are confident in ourselves, we are able to accept that there will ALWAYS be things we do not know. It is also important for the facilitator to be free to say I DON'T KNOW since he/she might represent a model for students to look up to.

2. How often do you speak of yourself this way?
3. What do you think these sentences are for and when are they used? (Affirmative sentences raise self-esteem. They are positively phrased and lead the person to evaluate his/her capabilities realistically and to believe in himself/herself).

Educational section: *Self-Concept and Self-Esteem* (10 min)

Tell following to the students: *The goal of the previous activity was to introduce the theme of self-esteem. Would anyone like to explain to us what that is?* Encourage students to try and answer, but not to be afraid of making mistakes (see Footnote 1). Explain further: *We should learn to make a distinction between self-concept and self-esteem (Durant, 1997). Self-concept is a term rarely used in everyday speech, but still plays an important role. It represents everything you believe you are, facts about you, as well as the way you see yourself. It includes the various roles you play at home, at school, your interests, likes or dislikes, hopes, dreams, fears, worries, personality traits, moods, values, religious beliefs, strengths, weaknesses, etc. This concept changes as we grow up, but we always perceive it as a part of our identity (accepting the past and what lies ahead). The list you completed within the previous workshop was also just a small part of your self-concept.* After this, ask the students if they have any doubts about the previous words.

Continue: *Now, let's see what the self-concept means in relation to self-esteem. Self-esteem is what you think and feel about your self-concept, or your opinion of yourself, evaluation. It can be both positive and negative. If you feel good about the aspects of yourself that are important to you, your confidence is probably positive and vice versa.*

Provide the following example to distinguish two terms: *Let's say a girl is stubborn. It is a significant part of her self-concept. However, she may have lowered or elevated self-esteem considering this, depending on how she handles that aspect of herself. For example, she may think that she is fortunate because she usually gets what she wants, thanks to that trait. Hence, she would feel good and confident. On the other hand, she may think that it is inconvenient to be stubborn, because to people this trait is often strenuous, and she fears that she might lose friends because of it. What do you think of this example?* Start a discussion. One of the lessons of this example is that we need to embrace those aspects that we cannot change and find benefits in them.

Discussion:

Encourage students to talk, using the following questions:

1. *When do we say that someone has no confidence?*
2. *Have you heard of unjustified confidence? What is it?*
3. *Can you describe a person with very little confidence?*
4. *Can you describe a person with too much confidence?*

Conclusion:

It should be emphasized that healthy self-esteem implies a strong sense of self-worth, understanding and accepting one's weaknesses, and valuing one's strengths. When you have healthy self-esteem and confidence, you recognize the innate value of all people, including yourself.

ACTIVITY 2: The Comparison (15 min)

Instructions:

Tell students the following: *Now we are going to do a little test. I will give you the papers on which you have two assignments (Appendix). Read the manual carefully and fill in what is required. If you have any questions, feel free to ask me.* Give students 4-5 minutes.

Discussion:

After the time is up, ask them the following questions:

1. *How do you feel after you've done this task?*
2. *Do you often compare yourself to other people? Can you give an example?*
3. *What do you think of this comparison?*
4. *Does the comparison have any good sides or are they just bad?*
5. *How is this comparison to others related to self-esteem?*

Conclusion (flipchart/PPP, slide 2):

Say to students that our self-esteem is lower when we compare to the persons we idealize, but we shouldn't forget that those persons also have their shortcomings, insecurities, and problems. Then, our self-esteem is also false when we compare ourselves to those who make us feel better about ourselves. The purpose of this exercise is for students to understand that self-esteem should not depend on comparison with other people, but rather our values, attitudes, and goals should be the criterion. **Healthy self-esteem exists whether or not other people achieve success.** If we allow comparison to influence how we feel about ourselves, we

may most certainly conclude that our confidence will be lowered when the people we compare with become more successful or become irrelevant for comparison. Otherwise, **true self-confidence is stable, independent, and resides within us**. You don't have to pass this on to students from word to word, many things will be mentioned through discussion. However, be sure to cover the basic postulates during the workshop.

Additional Questions for Discussion:

Why is it important to be yourself and therefore different? Imagine if everyone in the world had the same interests and talents, what would happen? Imagine if there was only one animal and one plant in the world...

Summary and evaluation (10 min)

Instructions:

Begin with the following statement - *Now let's reiterate together what we have learned so far by highlighting what factors elevate or reduce self-esteem. You go ahead and try, and I'll write on the board what you say.* Divide the board into ELEVATE and REDUCE sections, and write down what the students list. When they have finished listing the factors, discuss them. It would be good to focus on several factors and discuss their effects on self-esteem.

Additional questions for discussion:

We are already at the very end of our workshop, so I'm curious if you have any questions? Have I left something unexplained? Does anyone want to share some story/example with the class that is relevant to the topic?

Session evaluation (few minutes before the end of the workshop)

References

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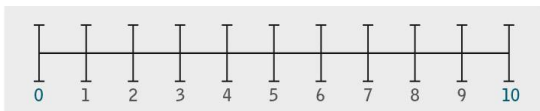
APPENDIX to Module 2

Try this

On the left, write the names of three people you compare yourself to who make you feel better about yourself. Then circle a number on the self-esteem scale to show how you feel about yourself in comparison to these people.

On the right, write the names of three people you compare yourself to who make you feel worse about yourself. Then circle a number on the self-esteem scale to show how you feel about yourself in comparison to these people.

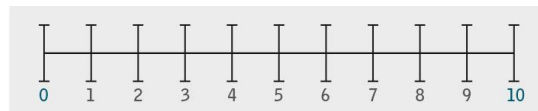
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2. _____
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very bad

very good

1. _____
2. _____
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very bad

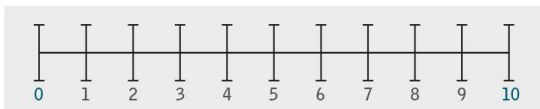
very good

Try this

On the left, write the names of three people you compare yourself to who make you feel better about yourself. Then circle a number on the self-esteem scale to show how you feel about yourself in comparison to these people.

On the right, write the names of three people you compare yourself to who make you feel worse about yourself. Then circle a number on the self-esteem scale to show how you feel about yourself in comparison to these people.

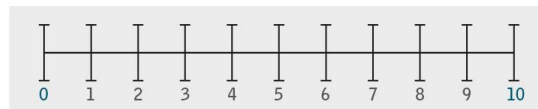
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very bad

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1. _____
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very bad

very good

MODULE 3

Assertive Communication

Theme	This workshop is essential for identity building, i.e. confidence in one's own integrative capacities, attitudes, and values. Assertive communication skills allow people to adequately achieve their goals without harming other people (Vihar, 2013). These skills also protect and support a person when they have to fight for themselves, without aggressiveness or conforming. Assertive communication training includes equally positions of listener and speaker, thus enabling multiperspectivity; it also empowers the development of empathy (Yadav, & Iqbal, 2009).
Objectives	To become aware of the different identities and roles one has in different situations and the influence of these identities and roles on one's behavior; to appreciate and recognize the benefits of having multiple roles/identities; to understand the need to compromise between different roles within one's identity in order to fulfill life tasks; to learn about elements of one's own identity in relation to others; to become aware of group and role pressure; to become more resilient to the influence of groups; to understand the usefulness of being assertive; to learn strategies for becoming more assertive
Target groups and the optimum number of participants	Adolescents from secondary schools (2 nd and 3 rd grade) 18-30 participants
Duration	45 minutes
Material needed	Ball; cards with letters A, B, C, D (Activity 3); video projector, PP presentation for Module 3
Life skills to be enhanced	Assertiveness, interpersonal skills, understanding others, conflict prevention, self-assurance, resistance to group pressure

ACTIVITY 1: Introduction *It is hard to say NO when...* (10+5+5 min)

Instruction:

Tell the students: *Let's stand up and make a big circle around the classroom. I am going to give you a ball – whoever has the ball in their hands, should think of an example and start with the following words: "It is hard to say NO when..."* You can give them an example like "it is hard to say NO when your friends are persuading you to hang out with them, whilst you know that you have to get up early". Then continue the instruction: *Whoever finishes the sentence, should throw the ball to another person – that person is next to tell when is it hard to say NO. Please do not throw the ball to the same people – we want more people to have an opportunity to tell their opinion.* You can use another object instead of the ball, like *talking stick*. (10 min)

Video:

When the students are back in their desks, announce that you are going to watch a video together. (Prepare the projector before the workshop). The video is on the following link: <https://www.youtube.com/watch?v=o8BkzvP19v4> (4 min)

Discussion (5 min):

Begin the discussion with asking students what do they think about the video they have just watched. They will probably have many comments. Explain that people who conform to the group are not stupid. Make sure that they understand that some of the mechanisms are evolutionary important, e.g., antelope who sees its herd running away will for sure follow it to avoid the potential danger. However, we should always critically think about the point of the activities that the group performs and ask ourselves if we should join the group in a particular activity.

Questions for discussion:

1. *What can we conclude from this video?*
2. *Have you ever been in a similar situation?*
3. *Do you sometimes do something that you do not like because you think that other people would appreciate that or because they expect you to do that?*
4. *Do people push you to do something, while you are not even aware of it? Do people often push you to do something without you being aware of it? Thus, the first step is to recognize that someone is pushing us to do something while it only seems that we cannot chose. Then, we try to find out how to say NO in a polite way.*

Ask the students if they have some examples from their lives that they would like to share with the group and to re-think through the previous questions. The following questions can also be useful:

1. *Who made you to do what you did not want to?* (do not ask for the person's name, but for the person's role)
2. *Why did you do that?*
3. *How did you feel?*

Conclusions:

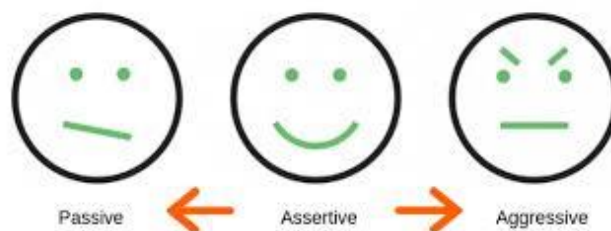
1. Our role in groups and society often affects our behavior because we feel like we are expected to do something. 2. If we want to change our behavior, we can choose to identify with groups or roles that let us behave as we would like to until we do not harm other people. 3. We can also confront the group **assertively** and to accept that the group might not appreciate our attitude.

ACTIVITY 2: Educative activity *What is assertiveness?* (10 min)

Aims of the activity:

- To learn what assertiveness is
- To learn how to recognize situations when they should be assertive rather than passive or aggressive
- To learn what assertive communication looks like

Instructions: PPT presentation, slide 1



Explain the illustration to the students: *Assertive behavior is somewhere between aggressive and passive. Someone who does not express their opinion and conforms easily to other people's values can be characterized as passive. On the other hand, someone who expresses their opinion by disrespecting other people can be labeled as aggressive. Finally,*

assertive people find a balance between these two forms of behavior by expressing their opinion while taking other people's feelings and attitudes into account in a calm and positive way. When we act assertively, we are closer to our goals and becoming respected and understood; we also decrease the risk of getting under group pressure. You can also use this scale in explaining different motivations for people - passive people will just allow the other person to win, assertive people would want both of them to win (i.e. win-win situations), while aggressive individuals will only want themselves to win. This can also be applied to achievements.

Ask the students if they understand what assertiveness is and check it by giving the following example: *Imagine that there is a person in the school who asks you to give them 50 dinars for lunch every day. You lent them money a few times, but you start realizing that you lost money that you could have used for something else (this is not a rare situation in schools). Can you give me an example of a passive reaction to this situation? How about the aggressive reaction? Can you think of the assertive reaction as well?*

You should be prepared to answer the doubts that students might have and to tell if their answers are really assertive. They might tell that assertive behavior in the previous example would be selfish. Explain that nothing is black or white and that we usually need to give ourselves enough time to assess why is something happening. For example, the student who often asks for money might really not have money and be always hungry. There are other ways of support we can give to that student if we are willing to help.

ACTIVITY 3: "I" statements (5 min)

PPT presentation, slide 2

Instructions: Tell the students: *Let's see one tool that you can use to be assertive. It is called "I" statements.*

1. **I feel...** *express your feelings clearly.*
2. ... **when you...** *repeat what the other persons want from you, but make sure not to deform their request*
3. ... **because I...** *explain why you feel that way and express your feelings and opinion*

Ask the students what the difference between this kind of statement and those that begin with "You are..." is. Explain that beginning the statement with "I," we do not act aggressively towards another person, but we take a stand for ourselves. When we use "I" statements, we inform another side of how do we feel without condemning or attacking them.

Use the PPT slide 3 to recapitulate how one acts assertively.

- a) *Show that you respect another person's point of view.*
- b) *Keep standing for your opinion even if another person isn't listening to you.*
- c) *Stay calm and focused.*
- d) *If you do not feel that you can make a decision at the moment, ask for some more time.*
- e) *Try to keep eye-contact with the person you are talking to as it projects confidence, self-esteem, and interest.*
- f) *Learn how to say no. Be determined.*
- g) *Repeat and re-formulate your statement until the other person understands it.*

Discussion: Remember to ask the students if they have any questions or observations!

ACTIVITY 4: Role play (10 min)³

Aims of the activity:

- To practice assertiveness techniques
- To experience peer pressure in semi-controlled conditions
- To demonstrate assertive reactions in real life

Instruction:

Ask for 4 volunteers. Use 4 papers and write one of the letters (A, B, C, or D) on each of them and ask the volunteers to pick one paper. Place person A in front the persons B, C and D and tell the class the following story (you should address persons A, B, C and D by their names): *A (name) spent weekend practicing math. It is very important to her/him to do the test excellent and get a high grade. However, her/his friends (names of B, C and D) did not study for the test, and they would rather get away from the class than staying to take the test. A, B, C and D (names) do almost everything together, so B, C and D (names) are trying to persuade A (name) to get away with them...* Give students the instruction: *Persons B, C and D should try hard to convince A to go with them. Person A should assertively answer to their requests. It is important to enlive the roles and try to imagine what would this situation look like in real life, as well as what would you do.*

³ If there is not enough time for this activity, skip it and start the discussion at the end of the Activity. You can also discuss the subject of this workshop through additional examples like the one about lending money to another student.

While the students are performing the sketch, focus on how they do that. Try to notice when they apply what they learned in that class and reinforce it by endorsing them each when they act assertively; elaborate that to the whole class. On the other hand, if they act as they should not, ask the class if there is something wrong. If they do not realize what is wrong, try to guide them to the right answer.

Note: If no one wants to volunteer, divide the class into groups of four, and assign each group one of the following examples:

- a) B, C and D want to fool the teacher (i.e. spill glue on their chair). Person A does not want to do that. How should A react?
- b) B, C and D want to convince person A to send a rude anonymous message to a person from their class. Person A does not want to do that. How should A react?
- c) B, C and D want to make A to smoke cigarettes with them on the school break. Person A does not want to do that. How should A react?
- d) You can think of other examples or ask students to think of them.

Discussion: use the following questions to support the discussion:

1. How demanding is it to use these strategies?
2. Can these strategies be applied in the real life?
3. Is there anything that can be easier or more difficult to apply? Under which conditions?
4. Was it difficult not to act aggressively or passively?
5. Do these strategies help you to feel stronger and more confident in communication?

In the end, tell students the main messages of this workshop again:

- *Assertive communication is a balance between aggressiveness and passiveness.*
- *It is important both to express your opinion and feelings and to take other people's opinions and feelings into account.*
- *When someone acts assertively, they have a better chance to achieve their goals.*
- *If we respect ourselves and other people, we increase our chance to get the same in return.*

Session evaluation (few minutes before the end of the workshop)

References

Sklad, M., & Park, E. (2016). *Educating for Safe and Democratic Societies: The Instructor's Handbook for the Civic and Social Competences Curriculum for Adolescents UCARE* (pp. 25-31). Middelburg: University College Roosevelt.

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<https://www.mindtools.com/pages/article/Assertiveness.htm>

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MODULE 4

Constructive Problem Solving

Theme	The theme of this workshop is focused on bringing awareness to constructive, creative and collective problem-solving, mainly when it comes to life difficulties and troubles. In the manual used (Vihar, 2013), it is said that problem-solving can enhance the development of life skills of efficiently dealing with life hardships, as well as that there is no problem that is unsolvable. The same manual also highlights the importance of team work and team spirit. It is assumed that these skills would help students develop self-confidence, confidence in their own opinions, as well as enable the development of prosocial thinking, which is significant for the forming of identity in adolescence (Smith, Walker, Fields, Brookins, & Seay, 1999). In the same time, certain tasks that require team work can be very useful in diminishing discrimination and prejudice among students because they represent an important base for potential manifestation of radical or extremist behavior among youth (Young, Holsappel, Zwenk, & Rooze, 2013).
Objectives	Students will be able to use different techniques of problem-solving so that they can learn to be efficient while working in a team (with De Bono's technique <i>The Six Thinking Hats</i>). Furthermore, the goal is to stimulate logical and lateral thinking with creative activities. Students will also be introduced with certain obstacles they can encounter during problem-solving, as well as some advices as to how they can be overcome.
Target groups and the optimum number of participants	Adolescent boys and girls from secondary schools (2 nd and 3 rd grade) 18-30 participants
Duration	45 minutes
Material needed	Papers and pencils; Make 5 sets of 6 hats out of paper (white, red, black, yellow, green, blue); Print out the material from the Appendix (5 or more copies); PP presentation.
Life skills to be enhanced	Problem solving, decision making, effective communication, self-awareness, creative thinking, interpersonal relations, critical thinking.

ACTIVITY 1: Introducing the theme - A Pebble Story (15 min)

Instruction: PP presentation, slide 2

Start the workshop by saying *I have decided to tell you a story today...* When you get the students' attention, ask them to listen carefully, and ask those who maybe already know the story not to reveal it to others. Say the following:

Many years ago, in a small Indian village, a farmer had the misfortune of owing a large sum of money to a moneylender. The moneylender, who was old and ugly, fancied the farmer's beautiful daughter. So, he proposed a bargain. He said he would forgo the farmer's debt if he could marry his daughter. Both the farmer and his daughter were horrified by the proposal. So, the cunning moneylender suggested that they let Providence decide the matter.

He told them that he would put a black pebble and a white pebble into an empty money bag. Then the girl would have to pick one pebble from the bag.

- 1. If she picked the black pebble, she would become his wife and her father's debt would be forgiven.*
- 2. If she picked the white pebble, she need not marry him and her father's debt would still be forgiven.*
- 3. But if she refused to pick a pebble, her father would be thrown into jail.*

They were standing on a pebble strewn path in the farmer's field. As they talked, the moneylender bent over to pick up two pebbles. As he picked them up, the sharp-eyed girl noticed that he had picked up two black pebbles and put them into the bag. He then asked the girl to pick a pebble from the bag.

What would you do in her place? What would you advise her to do?

The students will probably suggest the next three options:

1. The girl should refuse the bargain.
2. The girl should show that there were two black pebbles in the bag and expose the moneylender as a cheat (in this case both the girl and her father could be in danger by exposing the moneylender in front of other people).
3. The girl should pick the black pebble and sacrifice herself for the sake of her father.

Discussion (5 min):

Discuss the advantages and disadvantages of all solutions provided by the students. Do not tell them that their solutions are false, but rather express interest in every creative solution

and try to lead students into reevaluating their solutions. They will probably start to talk about “greater and lesser evil”, but the goal is to encourage them to think in the direction of gaining and avoiding any negative consequences.

After the discussion reveal the solution to students: *The girl put her hand into the moneybag and drew out a pebble. Without looking at it, she fumbled and let it fall onto the pebble-strewn path where it immediately became lost among all the other pebbles.*

“Oh, how clumsy of me,” she said. “But never mind, if you look into the bag for the one that is left, you will be able to tell which pebble I picked.”

Since the remaining pebble is black, it must be assumed that she had picked the white one. And since the moneylender dared not admit his dishonesty, the girl changed what seemed an impossible situation into an extremely advantageous one.

Ask the students what are their thoughts about the girl’s decision and what would be their conclusion based on the provided solution.

ACTIVITY 2: Educational part *Problems and solutions* (5 min)

Instructions: (PP presentation, slides 3-5)

Tell the students the following: *So, you can already assume that the theme of this workshop is solving problems in a creative way. All of us can find ourselves involved in a problem that seems unsolvable, which makes us feel helpless and upset. Problem solving techniques help us to cope with troubles in a more constructive way (check if they know the meaning of this word⁴). There are multiple solutions for every problem, and our task is to create those that make us satisfied, and that do not harm other people.*

There are two methods in which we can solve a problem, and we chose them depending on the circumstances and the type of the problem itself. Those methods are:

⁴ For example, you can tell students that being constructive means being a person that builds something (constructor) in order to find the best possible solution which would be useful for their personal growth, as well as for other people. The opposite of constructive is **destructive**. In that sense, there can be constructive and destructive communication, where in the constructive one we approach others in a positive manner and work on building relations based on benevolent communication, while in the destructive one we are pessimistic, prone to arguing and gossip. There are also constructive and destructive criticism. Constructive criticism is benevolent, and its goal is to help us make progress, and we usually receive it from close friends and family. On the other hand, destructive criticism has a goal of harming us and comes from a bad intention, usually from envious people and “haters”. In the Appendix at the end of the workshop you can find a fitting model for further explanation.

1. **Logical (analytical) thinking** – used when it is important to follow a logical path, guidelines, algorithm or steps defined in advance. One example can be solving a mathematical problem. Do you have any examples?
2. **Lateral thinking** – that is thinking “out of the box”. This way of thinking stimulates creativity and does not rely on rules defined in advance. We have already mentioned one example, can you think of one?

NOTE: Emphasize that both methods can be combined and that it is usually the most efficient way of problem solving.

After this discussion say the following: *If you happen to find yourself in a “dead end street” and you feel unable to solve a problem on your own, you can use some of these tips:*

1. **Do not assume:** *Throughout our life, all of us have been doing things in a certain way which take the shape of a round watermelon. We do not even think of doing them in some other way. We assume that they cannot be changed. But we should break away from such assumptions and look for new and better ways to do things. This will greatly improve our overall life. Grocery stores in Japan are very small and do not have enough storage space. The shop owners thought that the watermelons take up too much space, and that they cannot be sold until one farmer started growing them in cube-shaped molds. These watermelons were easier to store, and shop owners saved space in their shops (discuss and share examples).*
2. **Think out of the box:** *We should look at our problems from a different perspective to solve them. What does that mean? (discuss and share examples)*
3. **Question your habits:** *Forming habits after a thoughtful process is a positive thing, but most of us adopt them from others without even thinking about them. We should make an effort to question the way we have been doing things and improve our lives. Many neuro-scientists think that it is very useful to do every-day things in different ways, because that helps forming more brain connections, so that if some of them disappear, others can fill in their place. For example, we can change the hand with which we brush our teeth every day. What do you think about that? (discuss and share examples)*
4. **Look for another and a better way:** *When doing things, we should look for even better ways of doing them and we will find them.*

5. **Even the word 'Impossible' says "I am possible":** *There is nothing impossible in this world. If we decide to look for a solution to a particular problem which seems impossible, we can find it through our lateral thinking. Remember the tale of the farmer and his daughter and their situation that seemed hopeless. (discuss and share examples)*

ACTIVITY 3: De Bono's Six Thinking Hats (20 min)

Introduction to the activity:

We will now go through an interesting activity which is inspired by a technique made by an inventor and psychologist, Edward De Bono (more on that in the book⁵). His idea was to think of a way how a group or individual can most effectively solve a problem by approaching the dilemma from different angles simultaneously.

Instruction:

Split the class into several groups of six members⁶ and hand out sets of different-colored hats (white, red, black, yellow, green and blue) to each group. Tell the students the following: *I will now give an assignment to each group which you need to solve together, within the group. Every group will receive a paper with instructions which will help you solve the problem. Before giving you the assignment, please distribute these hats among you and put them on you heads. The person wearing a hat of certain color should do what is said in the instruction for that hat (see Appendix). Give out the hats and instructions from Appendix to each group.*

The dilemma: "Your school thinks about introducing mandatory uniforms in the school, but is not certain if it is a good idea. The school has called a student group (you) in order to help them. You have to use the Six Thinking Hats technique in order to solve the problem". Every color of the hat has to look at the situation from the angle described in the instruction:

1. **White hat:** *This person checks all known facts about the subject in detail. They can check online for relevant information on the subject. For example, you can see what did previous experiences show, and why there are such rules in other countries. This hat should also think about ways to justify the decision with appropriate arguments.*

⁵ De Bono, E. (1985). *Six Thinking Hats*. New York: Little, Brown and Company.

⁶ The number of students in each group will not always be exact, but you can always rearrange students to join existing groups of six and allow them to pick a hat to join. It is not convenient for the facilitator to be an addition to a group because that way they will not be able to overlook the work process in the class. If the students are not overlooked, they may lose interest, or become loud.

2. **Red hat:** *This hat is led by intuition and feelings when dealing with the problem. It takes into consideration what their personal feeling tells them, as well as how other people can emotionally react as a result of the decision.*
3. **Black hat:** *Considers negative effects of the decision.*
4. **Yellow hat:** *Considers positive effects of the decision.*
5. **Green hat:** *This hat is focused on creativity and tries to find alternative ways in which the problem can potentially be solved. For example, their sentence can start with: “But what if we did ... instead of... or modify...?”.*
6. **Blue hat:** *Overlooks the decision-making process and decides which hat will end up on the head of the group representative who will inform the rest of the class about the decision that has been made and the motive behind it. The selection of the hat is made based on a detailed analysis of everything that all hats had to say and based on whose arguments were taken into account the most.*

Furtherly clarify the meaning of the game by saying that each group represents a small team that needs to make a decision together by hearing out everyone’s perspective. Every person carries a different hat and has to say their solution to the problem, as the assignment says. They should start by following the order in the instructions, beginning with the person with the white hat, then the red one etc. Give students around ten minutes to come up with a solution. Make sure to notify students about the remaining time and tell them to try to be efficient. Suggest to the person with the blue hat (or to anyone else who is interested) to write down what everyone says, as well as solutions of the problem, so that the group’s representative can effectively elaborate their solution to the rest of the class.

Once the students have come up with a solution for the problem, tell them to pick one representative of the group that will carry a hat that was most valuable during the process of finding a solution. The group’s representatives should announce each group’s solution and after all groups have finished, you should start with the discussion.

The goal of the activity: The students should know that it is important to examine a problem from different perspectives and to think “out of the box”. These six ways of thinking can help us reveal different thinking perspectives and do not require groups, but can be individually used.

There is always a solution! It is easier to find it if we approach the problem in a positive, optimistic and constructive way.

Discussion: Start the conversation with following questions:

1. What have you learned from today’s workshop?
2. Did anything remain unclear?
3. Do you like working in teams?
4. How does teamwork influence problem-solving? What are the advantages and disadvantages?

Session evaluation (few minutes before the end of the workshop)

APPENDIX to footnote 4

Friends/family <ul style="list-style-type: none"> - Care for you - Want for you to succeed and be better - True friends 	rational	Critics <ul style="list-style-type: none"> - Experts in their fields - Criticizing your work, not your personality
know you		do not know you
Enemies <ul style="list-style-type: none"> - Do not want you to succeed - Jealous friends, exes, colleagues and acquaintances 	irrational	“Haters” <ul style="list-style-type: none"> - Enemies who wish to offend you for no reason - Based on false beliefs

If the students raise the question of constructively accepting criticism and you assess that you have enough time, you can use this diagram. Draw it on the board and explain why we should take into consideration suggestions from people from the upper part of the diagram (although not always and not everything). Also, it may be better to use the word “benevolent” instead of “rational”.

If the term “hater” triggers discussion, make sure not to judge students. Explain to them that it is normal for people to have judgmental opinions and that they can be altered. Also, envy and jealousy are feelings that all of us experience from time to time, and they are bad only when they are harmful to us and to people around us. Sometimes jealousy can be a motivation for putting an additional effort, and sometimes we are not aware of it. The most important thing is what we are going to do with it!

References

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PRACTICE De Bono's Hats

Your school thinks about introducing mandatory uniforms in the school, but is not certain if it is a good idea. The school has called a student group (you) in order to help them. You have to use the Six Thinking Hats technique in order to solve the problem.

The person wearing one of the colored hats needs to read his/her task in the paragraph with that hat color. We suggest that you take notes, it will be easier!

Check all known facts about this subject in detail. You can even check online on your phone for relevant information on the subject. For example, you can see what previous experiences showed, and why there are such rules in other countries. You should also think about ways to justify or reject the decision with appropriate arguments.

Red hat:

You are led by intuition and feelings when dealing with the dilemma. Take into consideration what your feelings tell you, as well as how other people can emotionally react as a result of the decision.

Black hat:

Consider the negative effects of the decision.

Yellow hat:

Consider the positive effects of the decision.

Green hat:

Focus on creativity and try to find alternative ways in which the problem can potentially be solved. For example, your sentence can start with: "But what if we did ... instead of... or modify...?".

Blue hat:

Overlook the decision-making process and decide which hat will end up on the head of the group representative who will inform the rest of the class about the decision that has been made. The selection of the hat is made based on a detailed analysis of everything that all hats had to say and based on whose arguments were taken into account the most.

MODULE 5

Perspective-taking and conflict resolution

Theme	<p>Understanding what conflicts are and how to resolve them is one of the critical aspects of youth empowerment. Distortions in perception and thinking are vital characteristics of conflict situations; they aggravate the conflict situation and make it difficult to find a solution. When an intergroup conflict escalates, the polarization between the groups intensifies. It usually results in extremely negative attitudes towards all the members of the rival group, even those who are not directly included in the conflict. Further, this intensifies the rivalry and decreases the chances for constructive negotiation (Popadić, 2018). Therefore, it is crucial to teach young people to become aware of the psychological processes that arise in a conflict situation. Recognition of these conflict attitudes, both in oneself and in others, is vital for conflict resolution and understanding (Popadić, 2018). However, it is not rare to recognize these attitudes only among the rivals, but not in oneself – this is not enough for constructive negotiation (Ross & Word, 1995). Additionally, perspective-taking is a vital factor of the conflict resolution process: when one tries to “put themselves in another’s shoes,” they become more aware of the rival’s perception of the situation. Getting aware of the processes that are included in the conflict situation and conflict resolution, alongside with the perspective-taking should help young people to learn how to resolve the conflict constructively. Ultimately, this might add not only to conflict resolution but also to conflict prevention.</p>
Objectives	<p>Empowering young people to take someone else’s perspective and to respect it; communication skills; conflict resolution skills; understanding that perspective-taking might be a key for conflict resolution; empowerment for accepting other cultures’ perspectives.</p>
Target groups and the optimum number of participants	<p>Adolescents from secondary schools (2nd and 3rd grade) 18-30 participants</p>
Duration	<p>45 minutes</p>
Material needed	<p>Flipchart, markers, books ore notebooks for Activity 1;20-30 instruction cards for Activity 1 (Appendix A); 5-10 cards for Activity 2 (Appendix B) 30 answer sheets for Activity 2 (Appendix C); 10-15 sheets with scenario for Activity 3</p>
Life skills to be enhanced	<p>Conflict prevention, understanding conflict situation, perspective-taking, communication skills</p>

ACTIVITY 1: Communication and conflicts (10-15 min)

Aims of the activity:

- To experience how quickly people tend to form in- and out-group biases
- To understand that we are often prone to an in-group and out-group bias
- To understand the importance of communication for conflict prevention
- To develop the idea about polarized “us vs. them” thinking

Instructions:

Ask the students to give you some of their books or notebooks. Place one table in the middle of the classroom⁷. Place the (note)books randomly on the table. Divide students into two groups and tell each group to go to opposite sides of the classroom. Instruct one group that their mission is to stack all of the books on top of each other within two minutes; instruct the other group that their mission is to place all of the books on the one side of the table within two minutes (the instructions are on the cards in the Appendix A). Also, check if there are any students who have previous experience of this exercise from elsewhere. If there are, ask them to act as observers or to act ignorantly while participating (as they acted the first time they did it). Instruct both groups not to communicate with one another verbally as it could spoil the intent of the exercise. Ensure that the task is clear to both groups. Instruct all students not to communicate verbally with each other, not within their own groups and not with members of the second group, but non-verbal communication between group members can be allowed. When both groups are ready, give a signal to start. After two minutes, stop the exercise. You should now clearly explain what the tasks of each group were. You can ask each group: *Can you tell the other group what your mission was?* Then, when the mission is clear, you can rhetorically ask each group if they completed their mission.

Theoretically, there are three possible outcomes: (1) both groups complete the task by stacking books on top of each other on the proper edge of the table; (2) one of the groups completes its task (all the books are either placed on the edge or are stacked up); or (3) both groups fail as neither completed the task (some books are placed on the edge and some books are stacked). The latter is the most likely outcome.

⁷ If this is not easy to do, you can divide the activity in 2*2 teams

Discussion:

1. *Who assumed that they had to compete with the other group? (This question can be complemented by voting/raising hands)*
2. *Did you have a feeling that the group you were randomly assigned to was “your team”, while the other group was “rival team”?*
3. *How long did it take you to start favoring your own team over the rival one?*
4. *How did it happen that both the groups were successful/unsuccessful (depending on the game outcome)?*
5. *Why did you / didn’t you manage to achieve your goals?*
6. *How did you know that you should/should not collaborate?*

Information for facilitators:

Depending on the game outcome, you should focus on the factors that led to that outcome. If, during the game, the groups realized that they could have achieved a common goal, focus the discussion on that aspect. If both the groups were unsuccessful, discuss the potential factors that could have led them to achieve the goal. Depending on the outcome, it is crucial to stress that understanding is a vital factor for achieving a common goal. The students should realize that if the groups understand one another, not any conflict should happen.

ACTIVITY 2: *The letter exercise (10 min)*

Aims of the activity

- To improve perspective-taking skills
- To understand that other people might hold other perspectives that are just as valid as one’s own perspective, even though one’s own perspective might seem to be the most obvious one.

Instruction:

Give each student a piece of paper or the provided answer sheet to write their answers on (Appendix B). Divide students into groups of four and have them sit around a table or an empty space with one student at each side of the space/table. Place the square piece of paper with the letter ‘E’ (Appendix B) in the middle of the space/table. All students must be able to see the letter ‘E’ (although each student will see the ‘E’ from a different angle). Tell the students: *In front of you, there is a piece of paper with something written on it. Now, please*

write down what you see; you can come up with more than one thing, write down as many things as you can think of. Keep your answers to yourself. For example, a student might be able to see the letter 'M', but a different student may see the letter 'W', another, the number '3', etc. Give the students around 1 minute to complete the task. Now that you have written down what you see, do not reveal it to your neighbors. Your peers, sitting on the other sides of the table, might have seen something else. Try to envision things from their perspective, then guess and write down what each of them could possibly see from their side of the table. Try to come up with as many things as possible for each person. Give the students 1-2 minutes to complete the task. You have all written down what you saw at first sight yourself, and you have also thought about what the others could see. Now it is time to check how good you are in guessing what other people may see. Reveal to your partners at the table what you have written down and explain why and how you saw what you saw. Compare your guesses about what you thought your peers saw with what they actually wrote down they saw. For each correct guess, you can give yourself a point.

Discussion:

1. *How is it possible that we are looking at the same letter, but are seeing different things?*
2. *Is one particular perspective better than another is?*
3. *Think about some other situation when people take different perspectives when thinking about same things.*
4. *How is that related to conflicts?*

ACTIVITY 3: Roles and conflict resolution (15 min)

Aims of the activity

- To improve perspective-taking skills
- To understand the relationship between roles, identities, and perspectives
- To understand how roles influence feelings and behavior
- To realize the role understanding perspective has in preventing conflict escalations
- To understand that other people might hold other perspectives that are just as valid as one's own perspective

Instruction:

Divide the students in two groups. Give one group the instruction sheet for role of parent; give another group the instruction sheet for role of child (Appendix C). Tell the students that they should enliven the roles that they got. Each group should choose one person to act the role in front of the class (i.e., two students, one from the parents and one from the children group should play the sketch). The actors should think of the creative ways to act their roles (give them 1-2 minutes to think of the arguments they are going to use). While they are acting, the others should watch and try to empathize with the role of their group.

Discussion:

- *What roles are the people in? What is expected from them in regard to their roles?*
- *How does the child feel at the moment they enter the house? How would you feel?*
- *How does the child perceive the parent's behavior?*
- *How does the parent feel at first? How does the parent perceive the child? How does the parent feel afterwards?*
- *What could the child and the parent have done differently by taking each other's perspectives into account?*
- *Can this kind of situation happen elsewhere? Between friends? At work? Between groups of people?*

Final activity (5 min)

Aims of the activity:

- Summary of the workshop

Discussion:

- How important it is to take another perspective in order to understand others?
- How does it affect conflict prevention and resolution?
- What can we get and what can we lose when we try to understand others?

Facilitator can write the main messages on the flipchart or board. General messages that the students should come up with are:

- *Communication is essential for conflict resolution; conflicts are often completely unnecessary; many of them would not even happen if there was a proper way of communication*
- *We should always take another's perspective and try to understand a person; that is a way of decreasing chances for conflict, or to increase chances of its resolution*

Session evaluation (few minutes before the end of the workshop)

References

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TERRA - Manual with recommendations for a broad group of front-liners: teachers, prison warders, policemen, social and youth workers, journalists and policy makers.

NOTE: All the activities in this workshop are taken from *Standing in someone else's shoes* workshop which is a part of TERRA project (Sklad, M. & Park, E. (2016). *Educating for safe and democratic societies. The instructor's handbook for the civic and social competences curriculum for adolescents UCARE*, pp. 47-51. University College Roosevelt, Tilburg.)

APPENDIX to Module 5

Appendix A

ACTIVITY 1: Communication and conflict (10-15 min)

GROUP A INSTRUCTION

Your group mission is to stack ALL books on top of each other within two minutes. If there are too many books, you can create more than one stack. During the game, **you must not talk to other group members.**

GROUP B INSTRUCTION

Your group mission is to put all the books at the edge of the table. During the game, **you must not talk to other group members.**

Appendix B

ACTIVITY 2: *The letter exercise*



Answer sheet

I see:

The person on my right-hand side sees:

The person in front of me sees:

The person on my left-hand side sees:

Alternative answer sheet for classrooms where there are not enough tables

I see:

The person in front of me sees:

ROTATE THE PAPER AT THE MIDDLE OF THE TABLE by 90°

I see:

The person in front of me sees:

Appendix C

ACTIVITY 3: *Roles and conflict resolution*

PARENT CARD

Your child was hanging out with friends after school even though he/she was expected to be home at 8 p.m. Now it is almost midnight and you are still waiting. At 9 p.m., you became worried, at 10 p.m., you tried to call your child but he/she did not answer. You imagined all kinds of horrible scenarios because you have recently read a news article about a child's corpse being found in a ditch. At midnight, when you are about to call the police, your child finally shows up.

CHILD CARD

Your friends took you to a cool pool party. You had a great time and there was a boy/girl there who you have a crush on, so time flew by and before you realized it was almost midnight. When your friends dropped you off at home, you saw several missed calls from your mom/dad on your phone. He/she will be mad at you. He/she would never understand. You must think of a reason for why you are so late, otherwise he/she will 'ground' you for at least a week.

MODULE 6

Empathy and Acceptance

Theme	Empathy is one of the most significant topics when it comes to preventing radical behavior among young people (Feddes, Mann, & Doosje, 2015). When developing attitudes within an extremist group, one often loses individuality as well as the awareness that other people are much more like us than we think. We forget that we are often tormented by the same worries, and that similar things make us happy. Then, when we learn to "walk in someone else's shoes", we can begin to understand, respect and value other people. It has been shown that increased empathy, cognitive control and awareness of a person's actions have a direct positive effect on deradicalization (Koehler, 2016). Research also show that decreased empathy in adolescence may be associated with aggressive behavior (Lovett, & Sheffield, 2006; Gini, Albiero, Benelli, & Altoe, 2007), hence we believe that it is crucial to address the topic of empathy in this context.
Objectives	Developing respect for oneself, others, and the environment; Developing compassion for all living beings; Becoming aware of reactions to other people's emotions - learning about empathy; Situation analysis and choosing compassionate reaction; Understanding the importance of helping others; Raising awareness that our actions matter and make a difference in the world; Prevention of peer violence through developing empathy/compassion/sympathy.
Target groups and the optimum number of participants	Adolescent boys and girls from secondary schools (2 nd and 3 rd grade) 18-30 participants
Duration	45 minutes
Material needed	Printed material from the Appendix (x 4 for stories, x 30 for scale 1 and x 4 for scale 2), flipchart, markers, papers, pencils.
Life skills to be enhanced	Empathy, compassion, sympathy, emotions management, interpersonal skills, creative thinking, self-awareness, critical thinking.

INTRODUCTORY ACTIVITY 1: *Dare* (5 min)

Instruction: Tell students to write on a piece of paper Name and Surname of the person in class they would like to dare and to put an instruction for the challenge below. Example:

Name and surname: Nikola Nikolić

Dare: Stand up and say "I'm a donkey"!
(Serbian card game joke)

After all the students have completed this part of the assignment, tell everyone that the rule is now changing: *Now each of you has the task to do what you wanted the person whose name is written on the piece of paper to do.* The assumption is that they will be a little uncomfortable in a situation like this, and therefore they should not be forced to do what they wrote at all costs. Nevertheless, the purpose of this exercise is to initiate a brief discussion on the following topic: *Why do we expect others to do something that we are uncomfortable doing?*

Discussion Questions:

1. What do you think is the meaning of this activity?
2. What does it mean to "Stand in someone else's shoes"?
3. Do you sometimes find it easier to tell others what to do than to do it yourself? Why?
4. Can you offer an example?

Educational part: *Empathy, Sympathy and Compassion* (5 min)

Ask students if they know what these terms mean. Write the words down on a flipchart so that students can see them while you explain. Remember/write what they had to say, so you can make a distinction between these terms using their statements. When this introductory part is completed, say the following: *Now I will briefly explain the main difference between these three concepts, and I then would like you to give to give some examples for each of them, so that we can differentiate them easier...*

Empathy: *Empathy is feeling what another feels with your own body. Thanks to what researchers have deemed “mirror neurons,” empathy may arise automatically when you witness someone in pain. For example, if you saw me slam a car door on my fingers, you may feel pain in your fingers as well. That feeling means your mirror neurons have kicked in. You may not always automatically feel how another is feeling, and that’s when you need to rely on your imagination. You have most likely heard the phrase, “Put yourself in someone else’s shoes.” That’s the other route to being an empathetic person. For example, perhaps you saw me slam my fingers in a car door, but you didn’t automatically feel that pain. Instead, you can empathize by imagining what it might be like to have your fingers slammed in a door, and that may allow you to feel my pain. Or, it can be as simple as noticing someone’s facial expressions and then you begin to feel those same emotions. You can feel empathy when you see someone happy, too. Isn’t it great when someone walks in the room smiling, and that makes you smile?*

Sympathy: *To feel sympathy, it means you are able to understand what the person is feeling. With sympathy, one can understand or imagine why someone is either going through a hard time or why someone might be feeling happy or sad. For example, although you might not feel the same grief, you can understand why someone might be grieving if. The main difference between empathy and sympathy is understanding a feeling versus actually experiencing another’s feelings. Instead, you are able to understand what the person is feeling. For example, if someone’s father has passed away, you may not be able to viscerally feel that person’s pain. However, you can employ your cognitive skills and emotional intelligence to understand that your friend is sad. You are not feeling that person’s pain, but you want them to know you are aware of their suffering. Typically, people can sympathize much easier than they can empathize.*

Compassion: *Compassion takes empathy and sympathy a step further. When you are compassionate, you feel the pain of another (i.e., empathy) or you recognize that the person is in pain (i.e., sympathy), and then you do your best to alleviate the person’s suffering from that situation. When you’re compassionate, you’re not running away from suffering, you’re not feeling overwhelmed by suffering, and you’re not pretending the suffering doesn’t exist. Showing compassion can help gain perspective or a new point of view because it puts you in someone else’s shoes and makes you put time and thought into alleviating someone’s suffering. Compassion leads us to take some action to help another. Sometimes it is enough to just listen*

to others, without judgment and without talking about ourselves. Do you think it is difficult to make time for compassion in modern times?

After you explain these terms, encourage discussion, so you could determine if students understood them. You don't have to say every single word, just be sure you cover the basis.

ACTIVITY 2: Video recording - *The science of empathy* (10 min)

Instruction: Play the following video: <https://youtu.be/FSiRgyCwPhE>. This video reflects the importance of empathy in our daily functioning. People find it easier to connect with others when they can see transparently and honestly how they feel. People also need closeness and relationships in order to survive (animals also empathize in order to protect each other). To those who watched the recording, the numbers didn't matter much until they saw the person. People are not numbers and everyone's life story is worth telling. On the other hand, we should not ignore the numbers, but try to understand what they really mean.

Discussion Questions:

1. Did you like this video?
2. How did people react to the numbers and the video of the homeless man?
3. Can other people use our empathy to manipulate us?
4. When do we know that someone is honest when showing their feelings?
5. What are the limits of empathy, compassion and compassion that are acceptable?⁸
6. Why do people help one another?

ACTIVITY 3: *What would you do when...* (20 min)

Instruction: Divide the students into four groups and give each group one brief story from the Appendix for this workshop. In each story, the main character is in a situation where he/she needs to do something when noticed that someone else is being bullied or at risk of being hurt. The idea is for students to imagine how they would handle the situation, depending on the level of empathy they feel. You can tell them the following: Now I'm going to give each group a piece of paper with a short story and the group needs to decide together what to do. Also, I would

⁸ The answer to this last question actually needs to be: until it affects us. Sympathy is in some ways more painless, while empathy and compassion require us to be more engaged. The goal should be to help someone without harming ourselves and others.

like you to evaluate individually the level of empathy/compassion/sympathy you felt as you read the story on a scale of 1-5, on another piece of paper I will give you (Appendix).

After 5 minutes tell the students that each group should select one representative to announce their decision. Ask selected representatives to stand up and read the story, then tell the class what their group would do. Do your best to be an intermediary and try to maintain the rules defined in the first workshop. After each group presented the answers, ask the students to give you an average rating of the group on the empathy/compassion/sympathy scales, and compare and **discuss** why the grades within and between the groups differ.

Discussion:

1. How did you feel while reading the example stories?
2. Do you consider yourself to be a person who empathizes/sympathizes with others?
3. Do you have a similar story when you felt like this for someone?
4. Do you have a story when you were very excited about the other person?
5. How do we know that someone is our true friend?

Main messages and evaluation (5 min)

1. *Compassion is a skill that could be learned and we need to use wisely each experience to develop it.*
2. *Sometimes people may think that being compassionate means being weak, but this is a wrong assumption because compassion allows us to take bold steps and use our skills to help someone.*
3. *One way to empathize with others is to imagine how we would feel in that situation. So, we need to practice both imagination and self-love.*
4. *We should treat others (humans, animals, nature) the way we want them to treat us.*
5. *Empathy helps us form better relationships with others.*
6. *Empathy helps us be caring, compassionate and helpful, and what goes around comes around!*

Session evaluation (few minutes before the end of the workshop)

References

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APPENDIX to Module 6

STORY 1

You heard one day while washing your hands in the school toilet that other students are talking bad things about your good friend Milica. Specifically, they claim that she is a liar and a thief, because everyone knows she is out of money, and she showed up with a new phone at school. Everyone thinks she stole it! You're already getting annoyed, because you were also wondering where Milica got her new phone. Still, it seems like Milica may be hurt in this situation, because you hear more and more people talking about her. What would you do?

STORY 2

One afternoon you were coming back home from school with your friends and you noticed a group of peers standing around one dog. The dog was obviously stray, starving and skinny, all muddy. You noticed that this group was throwing water on the dog, laughing and mocking it. The dog was scared and pulled into a corner from which he could not escape, only whimpering sadly. What would you do in this situation?

STORY 3

One day, when you were leaving for school, you noticed that a woman was clinging to the door of her parked car, head bent and breathing hard. It seemed at first glance that she was not well and that she may need help. Still, you noticed that people are passing by and no one is stopping, and it occurs to you that you may not be right. To make matters worse, you are late and have math test that you were preparing for. What would you do in this situation?

STORY 4

It's snowed in your city and the streets are pretty slippery. You went out with your friends to a cafe and you noticed an old man with a stick walking very heavily because he was constantly sliding. Your buddies started laughing at him and calling him a "hockey player" in a derogatory way. They were already moving away, leaving the man behind. What would you do in this situation?

Circle how much empathy/compassion/sympathy you had for the lead actor in the story.					
1 = none, 2 = little, 3 = so and so, 4 = a lot, 5 = very much					
EMPATHY	1	2	3	4	5
SYMPATHY	1	2	3	4	5
COMPASSION	1	2	3	4	5

Calculate the average grade in your group by summing all the individual grades for empathy/compassion/sympathy and divide that by the number of members in the group.		
EMPATHY =	COMPASSION =	SYMPATHY =

Circle how much empathy/compassion/sympathy you had for the lead actor in the story.					
1 = none, 2 = little, 3 = so and so, 4 = a lot, 5 = very much					
EMPATHY	1	2	3	4	5
SYMPATHY	1	2	3	4	5
COMPASSION	1	2	3	4	5

Calculate the average grade in your group by summing all the individual grades for empathy/compassion/sympathy and divide that by the number of members in the group.		
EMPATHY =	COMPASSION =	SYMPATHY =

MODULE 7

Stereotypes and Prejudice

Theme	<p>Stereotypes are beliefs about group members' characteristics that are wrongly generalized to all the group members (Hiltton & von Hippel, 1996). Although not necessarily harmful, these generalizations usually become established as truth (e.g., <i>Women are bad drivers</i>), thus leading to behaviors that are congruent with such beliefs. This effects in subtle discrimination of the stereotyped groups. Prejudices, on the other hand, denote extremely strong and emotionally charged attitudes towards certain groups; these attitudes are not based on facts and cannot be argued logically correctly (Dovidio & Gaertner, 2010). The importance of covering this topic lies in the fact that discrimination is a behavioral outcome of stereotypes and prejudices (Dovidio & Gaertner, 2010). It is, therefore, crucial for young people to become aware of these beliefs and to reassess them critically. It is also important to cover stereotypes and prejudices towards groups that students belong to – knowledge about how prejudice and stereotypes function should decrease the chance of developing internal attributions of such discrimination.</p>
Objectives	<p>Developing awareness of frequency of stereotypes; critical re-thinking stereotypes; raising awareness about the way stereotypes affect discrimination against others; developing awareness about micro-aggressiveness and its consequences; learning to identify legitimate and illegitimate negative attitudes towards particular groups; developing cultural sensitivity</p>
Target groups and the optimum number of participants	<p>Adolescents from secondary schools (2nd and 3rd grade) – 18-30 participants</p>
Duration	<p>45 minutes</p>
Material needed	<p>Printed material from Appendix (30 pcs), flipchart, markers, papers, pencils, computer with projector / large screen, PP presentation</p>
Life skills to be enhanced	<p>Critical thinking, non-discriminatory behavior</p>

ACTIVITY 1: Introduction – Who is who (10 min)

Tell the following story to the students: *A van driver whistles to a nurse on the street, then swerves to miss a parked car and crashes into a young boy and his father who are driving to school. The father dies at the scene. The boy is transported to the hospital, taken immediately into surgery... but the surgeon steps out of the operating room and says, "I can't operate on this boy - he is my son"!* Ask the students how this is possible. It is likely that they will have trouble to give the most obvious answer – the surgeon is the boy's mother.

Questions for discussion:

1. Why do you think it was so hard to find such an obvious answer?
2. Can you think of another example of the generalizations that lead to incorrect answers?

Explain the concept of stereotypes to students (*stereotypes are over-generalized beliefs about a particular category of people*). **The aim of the discussion** is to come to the conclusion that these generalizations are so strong that they make it difficult to find such an obvious answer as in the example before.

ACTIVITY 2: What is behind the words? (10 min)

Tell the students: *We demonstrated how influential can the stereotypes be. Now I would like you to tell me what do you think – can stereotypes hurt anyone? How? Here we have some phrases that people often use. Let's see the phrases and discuss their meaning and the messages they send.*

Show the sentences from the PPT presentation on the screen, or read them aloud. Ask the students to think about the situations when they used similar phrases. Focus on the messages that we send when we use such phrases. What message do **we think we send** and what the **recipient understands**? Explain that these are examples of *microaggression* – aggression hidden behind the message, that is neither strong nor explicit; however, this kind of aggression is present and can hurt others. If the students give some of their examples of similar phrases, discuss that as well.⁹

⁹ It is crucial here to have in mind the rules from the first workshop. Students could give an example of stereotypes about groups that some other students belong to (e.g., if there are students of Roma nationality). Be careful about the given examples as well – if you recognize any tensions about some examples, skip the examples that refer to similar groups.

It is essential to explain to the students that every single human is prone to stereotypes and that we can never watch the world without any stereotypes – we are not bad if we have stereotypes about some groups. Ask them to think about the ways we can avoid hurting others based on the stereotypes (*critical thinking of the stereotypes, diversity sensitivity*).

ACTIVITY 3: Acceptance of the prejudice (20 min)

Tell the students: *I am going to give you a short questionnaire. You will see that there are different groups stated in the survey. For each group, you should mark to what extent it is legitimate to have bad feelings towards its members.* Give them around 5 minutes to fill in the questionnaire (Appendix). Once they are done, show the groups on the projector. Tell the students what the prejudices are (*relatively stable, strong, and mostly negative attitudes towards some groups and their members*)¹⁰.

Discussion:

1. Among these groups, are there any of them that deserve for us to have negative feelings towards them? Why? Why do others not deserve that?
2. If we have friends or acquaintances who belong to some of these groups, does that affect our prejudices towards those groups?
3. After this discussion, would you like to change some of your answers? Why?
4. What do you think are the consequences of the prejudices?¹¹

Main messages that should be concluded:

- Stereotypes are always present, no matter how hard we try not to have stereotyped views. We are not “bad people” if we realize that we have stereotypes about some groups. It is not easy to get rid of stereotypes, but what we can do is to avoid hurting others with our stereotypes. We can achieve that by learning how to be sensitive to diversity, as well as to critically re-think about the stereotypes we make.

¹⁰ Do not go deeper to the definition – the point of the discussion is to conclude that prejudices are usually unjustified and illegitimate attitudes.

¹¹ Do not require students to tell about particular answers they would like to change (they might not want others to know that); focus on **why** would they like to change the answers.

- Although stereotypes are all around us, they are not always correct. They can change, disappear, and appear. For example, there is a stereotype that women are bad drivers. Could have this stereotype existed for more than 50 years?
- Stereotypes about groups can affect the members of these groups. Let's use the example of women as bad drivers again – think about how that stereotype can affect a particular woman and the way they drive their cars.
- Stereotypes are not the same as prejudices! While stereotypes exist all around and are hard to get rid of, prejudices are extreme (usually negative) attitudes towards particular groups; such attitudes are rarely based on reality (you can recall Activity 3 to illustrate how unreasonable prejudices are). We can get rid of prejudices by learning new things about other groups, by developing diversity tolerance, and by critically rethinking the attitudes that are served to us.
- The main dangerous potential of prejudices is that they lead to discrimination against the other groups. If a person realizes that they are discriminated against because of their group belongingness (e.g., skin tone, religion, ethnicity, sexual orientation), that might negatively affect their mental health and their social life. (Here you can ask students to think if some prejudices could affect them and to imagine how it feels when one is discriminated against based on their group membership).

Session evaluation (few minutes before the end of the workshop)

References

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APPENDIX to Module 7 - Activity 2

NOTE: this document is for facilitators – it shows clearly the implications of some stereotype beliefs. You **should not** show this table to the students, but the PPT presentation.

You drive like a woman!	Women cannot drive well
Homosexuality is just a phase	Your identity is invalid
Don't cry like a girl	Men should not express their feelings It is undesirable to behave like a woman
I would never tell that you are Bulgarian	There are some characteristics that make Bulgarians different from the other nations
That song is so gay	It is undesirable to be homosexual All homosexual men share some personality characteristics
You are not a lady at all when you speak so loudly	There is a <i>package</i> of characteristics of a <i>real woman</i>

APPENDIX to Module 7 - Activity 3

There are different groups listed in the table below. Please mark to what extent is it (il)legitimate to have negative feelings towards each of them. There are no right and wrong answers - we would like to see what you think.

	Definitely okay to have negative feelings about this group	Maybe okay to have negative feelings about this group	Definitely not okay to have negative feelings about this group
Farmers			
Abusers			
People who drink and drive			
Obese people			
Family men			
Male educators			
Child abusers			
Dog owners			
Women who stay at home to raise kids			
Men who beat women			
Jews			
Racists			
Visually impaired people			
Illiterate people			
Feminists			

MODULE 8

Discrimination

Theme	Every behavior that favors a particular group and disfavors the others is discrimination (Tajfel, 1970). In practice, discrimination represents a behavioral component of prejudice – an individual or a group is labelled in a specific way (prejudice), and harmful behavior (discrimination) is justified by that label (Vranješević, Trikić, & Rosandić, 2006). It is crucial to note that not only explicit rejection is considered discrimination; there are also micro-inequalities that can be identified in behaviors towards the discriminated group members. However, both explicit and subtle discrimination have the same effects on a person who is discriminated against - decreased psychological well-being, adverse effects on mental health, experiences of being unjustly treated in a society of the “equal ones” (Berry & Hou, 2016). The feeling of being unfairly treated is one of the vital risk factors for extremist tendencies development, as well as for violent behaviors towards the out-group members (Moghaddam, 2005). It is, therefore, crucial to raise young people’s awareness about different forms of discrimination, and motivate them to re-think their behavior towards the others, in order to reduce the frequency of discriminatory practices.
Objectives	Developing awareness that every group division can affect intergroup bias and potential discrimination; rising awareness about subtle forms of discrimination; understanding that discrimination is a logical consequence of prejudices, thus that we have to reassess our attitudes constantly
Target groups and the optimum number of participants	Adolescents from secondary schools (2 nd and 3 rd grade) – 18-30 participants
Duration	45 minutes
Material needed	Printed material from Appendix (30 pcs), flipchart, markers, papers, pencils, computer with projector / large screen
Life skills to be enhanced	Intergroup bias awareness, diversity tolerance, critical thinking

ACTIVITY 1: Introduction – associations (5 min)

Instruction: Start the workshop with telling the students that discrimination is its main topic. Check if everyone knows what discrimination is. Ask the students to give some examples of discrimination. Write down their examples on the flipchart/board.

ACTIVITY 2: *Minimal group* (15 min)

NOTE: This activity can result in different discussion modes, depending on the students' answers.

Instruction: Divide the students into the two groups randomly by giving them the cards with *red* and *blue* labels (Appendix). Together with the labels, give them the cards with the possible resource allocation outcomes (Appendix). While distributing the materials, try and act **as if you are not dividing them randomly into two groups**. Stress that they should not by any means tell each other which group they are assigned to. Tell the students that the groups are made based on the way they participated in previous workshops¹². Tell the students: *We divided the class into two groups: Red and Blue, by way of your participation in previous workshops. Now please imagine that you got some coupons that you can use for shopping. Your task is to distribute the coupons between one person from your team and one person from another team. You do not know who these persons are – you only know that one is from the Red group, while another is from the Blue one. There is only one restriction: you have to follow the values stated in the cards I gave you. Therefore, your group member's profit depends directly on the benefit of another group member. For example, if you chose to take 7 coupons, the person from the other team will receive one coupon, and so on, as you go through the options. Once again – you do not know who the people you are distributing the coupons to are, but you know their group membership. Please study the possible distributions on the hand-out cards and mark the option you would choose.* Ask them once again not to talk about the task. Also, tell them not to sign the cards, so that they have an impression of anonymity. Once they are finished, pick the cards, and mix them, so you do not know which card belongs to whom.

¹² It is crucial here to make the students perceive the group division, but not to know who is in which group (since this might affect their behavior towards the out-group). It is also very important that they do not think that any group is better than another one – that is why the division criterion is so fluid, like “the way of their participation” (this is not an evaluative criterion and can be interpreted in many ways).

Take a look at the students' answers. Most of them will probably mark the option where the member of their group gets more than the member of the opposite group, instead of the option that maximizes the gain of both groups (see Appendix for clarification). If this is true, use the Discussion 1a plan. If no one chooses the option that favors their group member, use the Discussion 1b plan.

Discussion 1a

1. Some of you chose the option that does not maximize both groups' gain, but the one that gives more coupons to their group's member than to the other group's member. Can you think about why did this happen (it does not have to be a person who made such a decision)?
2. What would be the most rational decision (gain maximization for both groups)
3. Are these groups – Red and Blue – important to you? What would happen if we had the real groups that mean something to you?

Discussion 1b (use only if no one in the class marks the option that favors their ingroup member)

1. All of you decided to maximize both groups' gain. It does not happen that often. The research where a similar task was used showed that people usually choose the option that favors their ingroup members, although it is not the most that their ingroup can get.
2. This division on the Red and Blue group will be over as soon as we finish this activity; if we know these findings of previous research – that people discriminate against the outgroup although the group division is trivial – what happens when there are groups that are important to us? How do people behave in those situations?

Educational part: *Overt and subtle discrimination (10-15 min)*

Ask the students to try to compare discriminative behavior they demonstrated in the previous activity, and the forms of discrimination they stated in the introduction activity. Explain that not only explicit discrimination is discrimination (e.g., explicit rejection of the other groups, hate speech, etc.); subtle discrimination is discrimination as well. *Let's go through one example of subtle discrimination. Imagine that there is a sports club with 20 members; only 10*

of them are needed for the championship. On the selection match, where the coach chose players for the tournament, 11 of them performed much better than the rest of the team. One of these 11 guys has a different skin tone than the others. Although he scored the same as the other 10 guys, the coach decided not to include him in the first team because “the other guys performed a little bit better.”

Explain that subtle discrimination is mostly manifested by micro inequalities in the treatment of the discriminated group (compared to the other group). For example, we are less likely to help someone who is not our ingroup member. We also usually act differently to the people who are of another nationality than when we talk to the people of our nationality – e.g., we unintentionally make less eye contact with them than with our ingroup members. Or - when a female driver makes a mistake, another people react differently than when a man makes the same mistake.

Questions for discussion:

1. What do you think are the consequences of overt discrimination, and what of the subtle discrimination?
2. How does a person who is discriminated against feel? Does this depend on the form of discrimination? What are the consequences of that feeling?

ACTIVITY 4: Video and final discussion (3+7 min)

Play the video from the attachment for this workshop or follow the next link <https://www.youtube.com/watch?v=MQcN5DtMT-0>. Ask the students to watch it carefully and that you will discuss the video later.

Questions for discussion:

1. How did people discriminate against the girl – by **doing or not doing** something?
2. What caused the discrimination (*give them a hint to think about the previous workshop – Stereotypes and prejudices*)
3. Is it possible to behave completely non-discriminatory? (*no, because some every-day activities are discrimination as well, although we do not perceive them like that – we discriminate one beggar by giving money to the other one; we discriminated one driver by not letting them change the lane in front of us, while we allowed the another one*)

4. If it is impossible to act 100% non-discriminatory, what can we do to decrease discriminatory behavior? (*Critical re-thinking the every-day discrimination; taking other people's feelings into account*)

Session evaluation (few minutes before the end of the workshop)

References

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APPENDIX to Module 8 - Activity 2 (Minimal group)

RED	BLUE
RED	BLUE
RED	BLUE
RED	BLUE
RED	BLUE
RED	BLUE
RED	BLUE
RED	BLUE
RED	BLUE
RED	BLUE
RED	BLUE
RED	BLUE

Cards with the coupon allocation system (Activity 2) – RED GROUP

Possible distributions of the coupons for shopping

A person from the Red group	7	8	9	10	11	12	13	14	15	16	17	18	19
A person from the Blue group	1	3	5	7	9	11	13	15	17	19	21	23	25

Please write down, based on the distribution you chose, how many coupons gets a person from your (Red) group, and how many does the person from the other (Blue) group get:

Person from Red (my) group gets _____ coupons

Person from Blue (other) group gets _____ coupons

Possible distributions of the coupons for shopping

A person from the Red group	7	8	9	10	11	12	13	14	15	16	17	18	19
A person from the Blue group	1	3	5	7	9	11	13	15	17	19	21	23	25

Please write down, based on the distribution you chose, how many coupons gets a person from your (Red) group, and how many does the person from the other (Blue) group get:

Person from Red (my) group gets _____ coupons

Person from Blue (other) group gets _____ coupons

Possible distributions of the coupons for shopping

A person from the Red group	7	8	9	10	11	12	13	14	15	16	17	18	19
A person from the Blue group	1	3	5	7	9	11	13	15	17	19	21	23	25

Please write down, based on the distribution you chose, how many coupons gets a person from your (Red) group, and how many does the person from the other (Blue) group get:

Person from Red (my) group gets _____ coupons

Person from Blue (other) group gets _____ coupons

Cards with the coupon allocation system (Activity 2) – BLUE GROUP

Possible distributions of the coupons for shopping

A person from the Blue group	7	8	9	10	11	12	13	14	15	16	17	18	19
A person from the Red group	1	3	5	7	9	11	13	15	17	19	21	23	25

Please write down, based on the distribution you chose, how many coupons gets a person from your (Blue) group, and how many does the person from the other (Red) group get:

Person from Blue (my) group gets _____ coupons

Person from Red (other) group gets _____ coupons

Possible distributions of the coupons for shopping

A person from the Blue group	7	8	9	10	11	12	13	14	15	16	17	18	19
A person from the Red group	1	3	5	7	9	11	13	15	17	19	21	23	25

Please write down, based on the distribution you chose, how many coupons gets a person from your (Blue) group, and how many does the person from the other (Red) group get:

Person from Blue (my) group gets _____ coupons

Person from Red (other) group gets _____ coupons

Possible distributions of the coupons for shopping

A person from the Blue group	7	8	9	10	11	12	13	14	15	16	17	18	19
A person from the Red group	1	3	5	7	9	11	13	15	17	19	21	23	25

Please write down, based on the distribution you chose, how many coupons gets a person from your (Blue) group, and how many does the person from the other (Red) group get:

Person from Blue (my) group gets _____ coupons

Person from Red (other) group gets _____ coupons

MODULE 9

Cultural Similarities and Differences and Cultural Awareness

Theme	Intercultural sensitivity is considered a significant aspect of identity development, and in the context of this program, it provides the important groundwork for a summary, and hence the last workshop on cultural identity. Specifically, recognizing cultural similarities and differences can positively influence the development of empathy (Vihar, 2013). Spitzberg (1991, according to Pederson, 1997) argues that the improvement of intercultural sensitivity has the potential to contribute to the development of a young person's social competences, as well as to help them learn how to behave appropriately in different social situations. It is very important to educate adolescents on the acceptance, respect, and understanding of other cultures, given that our society is multicultural and that the law guarantees equality for every citizen regardless of national origin, language, and religion, as well as other individual and group differences (Vranješević, Trikić, Rosandić, 2006). This workshop will help students understand the concepts of culture, intercultural sensitivity, cultural pluralism, ethnocentrism/relativism, and to try and experience potential situations in different cultural contexts through examples and exercises.
Objectives	Becoming familiar with the concept of culture, cultural pluralism and intercultural sensitivity; Understanding the importance of getting to know different cultures; Recognizing positive sides of cultural similarities and differences; Positive communication skills with people of different beliefs; Looking at the situations from someone else's perspective; Developing sensitivity for the needs of people who are different from us, based on highlighting similarities.
Target groups and the optimum number of participants	Adolescent boys and girls from secondary schools (2 nd and 3 rd grade) 18-30 participants
Duration	45 minutes
Material needed	Printed material from the Appendix, flipchart, flipchart with written rules, markers, pencils.
Life skills to be enhanced	Openness, cooperativeness, empathy, compassion, communication skills, curiosity, interest in other cultures, critical thinking.

ACTIVITY 1a: Warm-up game *Intercultural sensitivity scale* (5 min)

Instructions: Make three scales on three flipcharts and put them on a board or three different walls (Appendix). Give students some sticky papers or post-it notes. Ask them to approach every flipchart and put one sticker on each of the questions, in the section where the statement they most agree with is written.

Once students have their stickers affixed, you will be able to gain a broader picture of their attitudes by observing how the notes are grouped. Tell them the following: *For now, we will not comment on your answers, but we will look back at them during the workshop.* The idea is to ask them to move their stickers if they changed their minds, in line with the development of acceptance and tolerance, which is somewhat the goal of this workshop.

Aim of the activity: The aim is to encourage students to express their beliefs and attitudes about cultural similarities and differences. So far, it has been shown that it is much easier for people to speak about these difficult topics non-verbally and on a scale, than to express their opinions aloud (Jocić, et al., 2012).

ACTIVITY 2: Video recording *Similarities and Differences* (10 min)

Instruction:

Show students the following video <https://www.youtube.com/watch?v=vO6N0ha22Mk> . This video is meant to enable students to experience, emotionally and through concrete examples, various similarities they share with people from their own and other cultures. Encourage discussion with the following questions:

1. *How did you feel while watching this video?*
2. *In what way do people in this video differ, and in what way are they similar?*
3. *Do you feel like there are more similarities or differences between people?*
4. *What is important to you when choosing friends?*
5. *What does it mean to you when someone is a "good person"?*
6. *What differences are acceptable/unacceptable for you to hang out with someone?*
7. *Why is it important to recognize both similarities and differences?*
8. *Imagine going to a foreign country... Is it useful to be informed about that culture?*
9. *Imagine if someone came to our country... How would they feel if their behavior doesn't fit our culture? Do you have any examples?*

Educational part: *Intercultural sensitivity* (5 min)

Start the activity by asking students if they know what the word culture means? Corroborate their opinions and give them the following definitions:

*The term **culture** is very complex and extensive, and the understanding of it varies from one society to another and depends on the historical period. It is generally accepted that the meaning of the term encompasses "Culture" as high culture, and "culture" as an everyday culture. "Culture" consists of significant artistic achievements in the field of painting, sculpture, music, architecture, poetry, theater, film, etc. On the other hand, "culture" consists of our customs and habits, e.g. culture of living, greetings, traffic, hospitality, family relationships, work habits, etc. In the world, as well as in society, there are many cultures, different from one another. Of course, this does not mean that some cultures are more valuable and others are less. The standpoint that different cultures are equally valuable is called **cultural pluralism** (Jočić, et al. 2012). **Intercultural sensitivity** is our ability to recognize and use cultural differences as one of our learning resources. It implies awareness that culture influences and shapes an individual and his or her behavior, but is also based on the acceptance of diversity, the appreciation of similarities, and respect for equality and human rights.*

Make sure students understand the expressions you use. Ask them: What do you think of these definitions? Did you understand all the terms? Is this way of thinking close to you?

ACTIVITY 3: Exercise *Phases of the Ethnocentrism* (20 min)

Instruction: Divide students into 6 groups. Have each group draw one paper with the letter from A to F. Tell them that each letter/group will get notes with instructions that explain how their main character, from the story that follows, behaves (examples of sensitivity phases, Appendix). Give them notes. Read to everyone the following scenario: *D and E are a boyfriend from Serbia and a girlfriend from China. They've been seeing each other for six months and have a great time together. The young man fully accepts and appreciates the origin of his girlfriend. His friends F accept her, and also her parents A. Everything was like a fairy tale. The problem occurred when he wanted her to meet his parents B and C. She came to their house full of anticipation and was a bit scared. She hoped they would see how much the two of them love each other, but she was disappointed. They obviously didn't like that she is a different nationality. They didn't say anything directly, but the way they treated her showed clearly that*

they have doubts. The boyfriend later told her that she is exaggerating and that they always act the same way when they meet a girlfriend of his. He told her that they need time to relax and accept her, but it seemed to her that it would never happen. She doesn't want to talk to her parents about this because they would not understand her. She also fears that this can lead to their breakup, but does not want it to happen (Vranješević, Trikić, & Rosandić, 2006).

Then, read to students each of the stages that are on the PP slide, but do not comment on them (Appendix). Tell students that their job is to figure out which of the stages from the slide is their character. Let them think for 5 minutes, then ask each group in the order ABCDEF what is their solution.

Encourage discussion with these questions:

1. How did you like the character you were given to analyze?
2. Do you have compassion for the character in your group?
3. What is it you (dis)agree with when it comes to the behavior of your characters?
4. Who is the hardest/easiest person to understand?
5. Could you find yourself in any of these characters?
6. Which one of these stages on the PP slide is the most positive and why?

Then, summarize the discussion explaining the stages of intercultural development one by one, using the slide. Tell students that *the stages were designed by Milton Bennett (Bennett, 1986, according to Vranješević, Trikić, & Rosandić, 2006), and that they can enable us to understand better a gradual transition from ethnocentrism, i.e. focusing on our culture and negatively experiencing everyone else's, towards ethnorelativism, i.e. acceptance and appreciation of other cultural realities. Overcoming ethnocentrism is necessary for intercultural education.* Then, ask students to revise their answers and praise cultural acceptance if they show it. It is very important that you conclude together whether the mistakes they made are actually mistakes, or whether some stages are too similar. Remember that students can be right, not just you or the literature!

Roles in the story (a reminder for the facilitator):

- A. Girlfriend's parents - Denial
- B. Boyfriend's father - Defense
- C. Boyfriend's mother - Minimization
- D. Girlfriend - Acceptance

- E. Boyfriend - Adaptation
- F. Friends - Integration

ACTIVITY 1b: Intercultural sensitivity scale (5 min)

Instruction: Ask students to rearrange their stickers on the same questions from the first activity if they might have changed their opinion. There is a possibility that they already had a supportive attitude towards others, and then praise them and encourage to continue working on their critical thinking and developing of their identities.

Main messages: Make sure students remember the following from the workshop...

1. I'm different, but that makes me special.
2. I share many personality traits, problems, feelings and thoughts with other people.
3. My culture is different and beautiful, that also makes me special
4. Other people's cultures are also beautiful and others love their traditions and customs, just as I love mine.
5. It is useful to recognize and accept differences, because we can learn a lot and make wonderful friends all around the world.
6. It is useful to recognize the similarities between people, because we can help one another and make the world more beautiful together.
7. Differences make us richer, and similarities closer.
8. If there was only one culture, then there would be no need for the term "culture".

Session evaluation (few minutes before the end of the workshop)

References

- Jočić, A., ... et al. (2012). *Priručnik za interkulturalno učenje kroz dramu*. Beograd: Bazaart.
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APPENDIX to Module 9 – Activity 1

1) How different are you from the people in your area and do you fit in?					
I am completely different		I am somewhat different		I am not different at all	
I fit in	I don't fit in	I fit in	I don't fit in	I fit in	I don't fit in

2) How many people in your area are different from you?	
None, we are all the same	(place for stickers)
There are different people, but they fit in	(place for stickers)
There are different people and they impose their rules	(place for stickers)
There is a lot of them and they stand out	(place for stickers)
We are all different, but we get well together	(place for stickers)

3) What is your opinion about the people different from you?

I do not notice that anyone is different (place for stickers)

I don't mind them, but I don't hang out with them (place for stickers)

Sometimes they bother me, but we hang out (place for stickers)

They really bother me and I don't want to hang out with them (place for stickers)

I hang out both with similar and different people (place for stickers)

EXAMPLE FOR FACILITATORS:

3) What is your opinion about the people different from you?

I do not notice that anyone is different

I don't mind them, but I don't hang out with them

Sometimes they bother me, but we hang out

They really bother me and I don't want to hang out with them

I hang out both with similar and different people

APPENDIX to Module 9 – Activity 3

A – You are the girl's parents and you have moved to Serbia from China. All your life, you were accustomed to your culture and tradition, so you are not aware that someone might be different. So, you don't consider your daughter's boyfriend to be any different than you, and you don't think discrimination can even exist. For example, you offer him only chopsticks at lunch to eat with, and you do not notice that he has not eaten anything because he cannot use them.

B – You're the boy's father. You notice the cultural gap between your son and his girlfriend and you resist their relationship. You keep your head high all the time, a little haughty and frowning, looking at the girl. Occasionally you make comments to your wife like: *When is our "slava"?* or *Serbia is the only country with normal values..., I don't like foreign movies, they are stupid...*

C – You're the boy's mother. Your significant role is to set the table and host anyone who comes to your house. When given the opportunity, you point out the similarities between girls from China and Serbia. Therefore, you are saying aloud something like: *Oh, you have the same hair as our niece, and she is so beautiful... Is it also important to you that people are honest and positive? Oh, we also like to eat soup and rice in a hundred different ways...*

D – You're the girl who came from China. It is very important for you to understand the values that are fostered in Serbia and you do not like to question them. Most often you agree with other people's opinions because you have not yet developed your own attitudes towards the behavior of people in Serbia. You think, since you've just moved in, that you are happy to have friends in Serbia at all. However, you accept your culture the same way. Your goal is to adapt to the environment while respecting the differences.

E – You are the boyfriend of the girl who moved from China. You are very much in love with her and you like doing different things together. You often explore interesting things that you can do that are related to both your cultures. It's important to you that your girlfriend is feeling good and you try to show her that your parents don't mean anything bad, by holding her hand occasionally or smiling. You don't think something's wrong, but you're sorry if she feels bad.

F – You are school friends to the boy and the girl from China. You really enjoy spending time with them as well as playing social games that your friend from China showed you. You also love your culture, but you find it great to compare what is interesting to you with experiences from other cultures. Therefore, it is no problem for you to invite your new friend from China to your "slava" and to introduce your customs and to enjoy when she shares her customs with you.

MODULE 10

Culture and Identity

Theme	Cultural identity is the sense of belonging to big social groups (ethnic, religious, class groups etc.) (Gittens, 2017). Even though cultures are multidimensional – members of different cultures, although different, have a lot of similarities – it is not rare to simplify one’s group identity and consider it exclusive in regard to others (van Dommelen, Schmid, Hewstone, Gonsalkorale, & Brewer, 2015). Perceiving one cultural identity as exclusive has many negative repercussions on intercultural relations and often contributes to excluding individuals based on their social affiliation. (van Dommelen et al., 2015). Therefore, discussing about the cultural identity with youth is important for increasing their readiness to accept differences, as well as for general increase of tolerance towards other cultures.
Objectives	Developing intercultural sensitivity; learning about the complexity of cultural identity; bring awareness to the fact that members of different cultures often have more in common with each other than members of one culture have in common between themselves.
Target groups and the optimum number of participants	Adolescent boys and girls from secondary schools (2 nd and 3 rd grade) 18-30 participants
Duration	45 minutes
Material needed	Flipchart with rules, flipchart for writing, sticky notes, markers, felt tip pens, pens.
Life skills to be enhanced	Intercultural communication; empathy; compassion; tolerance in interpersonal relations: ability to direct identity development following the model of openness, acceptance and understanding.

ACTIVITY 1: *Common Ground* (10 min)

Instruction for facilitators: Prepare the papers with “I am” statements that you collected during Module 1. Distribute all students’ statements into groups so that they fit the following categories: (1) social roles (group categorizations), (2) traits that probably most students in the class share, and (3) those who are not ethnic or religious which polarize the society. You can also use the following list if you think that you do not have enough interesting examples.

1. I am a student.
2. I am independent.
3. I am a girl/girlfriend.
4. I am a football lover.
5. I am 16/17 years old.
6. I am cheerful.
7. I am a sister/brother.
8. I love to swim.
9. I play basketball.
10. I love to help others.
11. I am a friend of a person that has someone close to them from another country/culture.
12. I am a friend of a person from another country/culture.

Instruction for facilitators: At the start of the activity ask the students to close their eyes. Then begin by reading certain statements one by one. Tell the students to raise their hand when the statement relates to them, but remind them to still keep their eyes closed. Then the facilitator signals to those with their hand raised to open their eyes and look at each other in silence. The rest of the class should keep their eyes closed. Emphasize that the rest of the class should keep their eyes closed so that individual students should not feel pressured when sharing personal experiences, beliefs or thoughts. This process should be repeated with each sentence. The activity can start with simple statements about usual physical attributes (i.e. sex or hair color), continued with social groups and roles (i.e. “I am a student”) and then potentially proceeded with personal life experiences (i.e. “I am a middle child”). Before finishing the activity, make sure that *all students* share at least one identity trait or social role with others.

Discussion:

1. What have you learned about your class mates from this activity?
2. What have you learned about yourselves from this activity?
3. What do you think, which traits would we share with persons from different cultures, and which ones would make us different from each other?
4. How do you treat persons who are not members of your group?
5. Do you share some roles with people who are not members of your group?
6. Which cultural aspects make an important part of your identity? (this question is an introduction to the following educational section)

Educational section: Culture and Identity (5 min)

*Our society, as most of them do, consists of several groups or communities, out of which everyone has their own **cultural identity**. The right to cultural identity is the right to individuality and freedom of manifesting the culture (defined in the previous Module) of every community. The right to **national culture** is one of the basic human rights and it refers to language, tradition, cultural heritage and feeling of national affiliation as key aspects.*

- *How do you treat and what do you think about people who come to your country? Why?*
- *Imagine that you go to a foreign country and people start judging you because you want to go to a mosque/church, cheer for Novak Đoković, or speak Serbian when talking to your parents on your phone. How would that make you feel?*

Cultural identity can be tied to different social groups or classes (farmers, students, workers, soldiers...), religious, gender and sex, generation, subcultural and many other groups; in the Balkan region different regional affiliations (i.e. people from Vojvodina, Montenegro, Belgrade...) imply certain cultural characteristics; cultural traits are automatically included in the terms “rural”, “urban”, etc.

*It is a fact that we, as modern society citizens, can hardly have only one simple and unique identity, but instead we have **multiple identities**. That means that we take aspects that we like from different cultures and create our own identity. Today we can find a very religious young man that has tattoos; an attractive girl driving a truck; a Montenegrin feminist; a police officer that is a member of Mensa (clarify) etc. (Jočić, et al. 2012).*

ACTIVITY 2: My/Our Strengths (20 min)

Ask students to think about a way to describe themselves – who they are, which groups they belong to, what are their social roles. Let them choose a feature that they have and that represents the *most important* part of their identity. Ideally, the feature should be a personal trait, group affiliation or a social role, while it would be better to exclude family roles (sister, brother...) and physical characteristics. They should write the chosen feature on a sticky note and stick it to their forehead so other can see it. Let them walk around the classroom and group themselves based on similar features. If you notice that there is a number of students with different features who cannot find a fitting group, make a separate group out of them. This can later be used as a base for discussion about choosing a group versus being placed in a group even if we are not very similar to its members.

Let the students form groups in the classroom. They should give the group a name and list at least **three characteristics** of the group on a piece of paper. Let them discuss within the group what makes them proud for belonging to that group and at what time it was uncomfortable for them to belong in that group (not the group they currently belong to, but they should refer to the feature they chose). Every student should write one stereotype related to the group but does not refer to him/her. The sentence should look like this: I AM _____ (part of a group), but I AM NOT _____ (stereotype) (for example, I am blond, but I am not stupid). Based on those statements, the students should make a group statement in the form of: WE ARE _____, BUT WE ARE NOT _____.

Note: if one group of students choose funny random features (such as Jedi, super-hero, witch etc.), let them form a group of “jokers” and think of it as a group identity. Furthermore, if there is a group of students who chose their family role as their most important feature, help them find stereotypes regarding their feature (for example: sisters are gentle, brothers are strong and protective, etc.).

Discussion:

At the end of the activity, each group should introduce themselves based on what they have written, and other groups should comment or pose questions. Explain that everything that they have mentioned as a group is a type of stereotypical thinking which can sometimes be pleasant, and sometimes not. Ask the students is it easy to belong to many groups in the same time, how

to be the same as others, how to belong and yet remain yourself. If there is time, discuss the stereotypes related to certain groups.

Important conclusions from all modules:

Instruction: Split the students into groups of 4-6. Ask them to discuss and write down what would be the main messages and conclusions from all workshops. Some of the messages should be:

1. Identity consists of many different aspects that enable us to create a self-image and say "This is me!"
2. My identity is influenced by how other people see me.
3. No one has only one role, but has a lot of them that can complement each other.
4. Various people have that same roles as I do.
5. I am more similar to those around me than I have thought, but those things that make me different from others make me special.
6. True self-confidence comes from within and should not depend on the evaluation of others.
7. It is important to express our opinions and feelings, as well as to consider others'.
8. When someone is being assertive, there is a greater possibility of accomplishing one's goals.
9. If we respect and understand ourselves and others, it is more probable to gain it in return.
10. There is a solution to every problem. Let's be creative!
11. Others can help us to observe a problem from different angles.
12. Communication is the key to resolving conflicts; conflicts are often unnecessary and they would not occur if we communicated better.
13. We should always keep in mind the perspective of others and try to understand them; by doing that we reduce the likelihood of starting a conflict, and if it does start, we increase the likelihood of its resolving.
14. Compassion is a skill that is learned and we should use our every experience to try to develop it.

15. People can sometimes think that being compassionate means being weak, but that is a false assumption, because our compassion enables us to act bravely and use our abilities in order to help someone.
16. One of the ways to sympathize with others is to think about how we would feel in that situation. Therefore, we should practice our imagination and our self-love.
17. We should treat others (people, animals, nature) the way we would like to be treated.
18. Empathy helps us form better relations with others.
19. We all have prejudices and succumb to stereotypes, but it is important to think about our actions and evaluate our opinions in order not to hurt others' feelings.
20. Other cultures are equally beautiful and others love their culture and customs just like I love my own.
21. Differences make us enriched, and similarities make us closer.
22. If there were only one culture, the word "culture" would not exist.

Session evaluation (few minutes before the end of the workshop)

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- Jočić, A., ... et al. (2012). *Priručnik za interkulturalno učenje kroz dramu*. Beograd: Bazaart.
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