

# CREATIVE UNDERSTANDING: HATE AND RADICALISATION

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A creative toolkit to enable educators to deliver lessons addressing hate and radicalisation in colleges, schools and senior high school years.



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## INTRODUCTION

This toolkit has been designed by the charity and theatre organisation Odd Arts for Ceredigion, Carmarthenshire, Powys and Pembrokeshire Local Authority partners. Odd Art's mission is to provide innovative theatre within education, community and criminal justice settings; that increase opportunities and wellbeing; and reduce risk for those facing the greatest vulnerabilities and barriers.

In this toolkit, we share some of the activities and conversation-starters that we have found useful in workshops addressing issues and themes relating to identity, conflict, discrimination, radicalisation, hate and hateful / violent extremism. There will be variations of some activities depending on your needs, group sizes and facilities. This toolkit includes a small selection of tried and tested exercises we find effective in addressing the themes of hateful extremism within classroom and education settings.

### THE ACTIVITIES IN THIS TOOLKIT ARE DESIGNED TO:

Increase critical thinking skills	Enable people to reflect on their own and others' viewpoints and belief systems	Allow for challenging conversations in a safe space
Encourage participants to challenge hate and division	Equip people with knowledge what radicalisation is & the process of how people get there	Promote discussions & idea sharing around skills to challenge early hateful & harmful beliefs to reduce risk of more extreme hateful behaviours (eg improve communication skills for difficult conversations; increasing allyship & role of bystander)
Understand some of the vulnerabilities/grievances & unmet needs that could lead to hateful extremism if not addressed	Recognise the impact that language and behaviours have on others	Be able to point out moments where 'something could have been done differently' and use the toolkit to explore

### TO MAKE THIS PACK WE WORKED WITH:





# FACILITATOR TOP TIPS:

Step out of your comfort zone:

The activities and approaches used in this toolkit are possibly quite different to those found in a standard lesson plan and therefore may be quite a new experience for those leading the sessions. We challenge you to step out of your comfort zone and into your stretch zone! This will not only allow for deeper conversations between your participants but may also allow for your own perceptions to be challenged.

## KEY



### TOP TIPS



### YOU WILL NEED EXTRA MATERIALS (PAPER, PENS ETC.)



### ACCESSIBLE ADAPTATION: THIS ACTIVITY CAN BE ADAPTED DEPENDING ON NEEDS

## IF YOU DON'T LIKE IT, DON'T DO IT:

Practice exercises before you deliver them so you have confidence in how they play out. Ensure you feel comfortable and have belief in the exercise. If you think it's 'silly' or 'pointless' this will be evident to anyone it's delivered to. So ensure you deliver those exercises you can be authentically invested in.

## REMAIN IMPARTIAL:

It can be tempting to input our own thoughts and opinions when leading a discussion but it is vital to remain impartial. Our role is to facilitate the discussions, not take over them. There are ways to allow participants to see other points of view without aligning with them ourselves, and an excellent way to do this is through their peers. For example, "How do other people feel about this?" or "What other opinions has anyone heard about this?"

Before facilitating any sessions relating to identity, conflict, discrimination, radicalisation, hate and hateful / violent extremism, it is important you have reflected on your own stance and acknowledge that although we may think differently to people, it does not mean we are necessarily 'right.' At Odd Arts we think it's very important to take part in regular training, team discussions or reflection sessions on these themes.

Of course where safety, discrimination and the law is concerned, it is important we reflect with the correct information. However, be careful to challenge the behaviour not the person, for example "What I heard there was racist language" rather than "You are a racist". It's better to refer people onto specialist services or return at a later time with accurate information, than provide an uninformed immediate response.

## CHANGE 'WHY' TO 'WHAT':

We believe that beginning a question with 'Why' can lead people to feel attacked and gives the impression of judgement. A simple change of phrasing can make all the difference in opening discussions and finding out more about people's views. For example, change "Why did you do that" to "What happened there?" or "What were you feeling before that happened?"

## USE OPEN QUESTIONS:

If someone is asked a closed question (a question that only has one or two possible answers), there are only so many ways for them to respond and this may not lead to a very informative answer. By tweaking the wording slightly, you are more likely to get a deeper understanding of someone's feelings or thoughts. Often we can learn the most about each other from simply asking "Tell me more..." or "How do other people feel about this?"

## EXPERIENCE AND MOVEMENT BEATS SITTING AND TELLING:

By showing, seeing, hearing, feeling, embodying, touching and experimenting people are more able to access their creativity and feelings. Instead of writing our opinions we use the space for people to place themselves in areas that reflect a point of view. "Stand on this side if you agree.....and over this side if you disagree..... with my statement". Where possible we vary where and who people are talking to and sitting next to, but instead of telling people to move, we play physical games that end with people in new areas of the room and then re-begin learning.

## CREATE A SAFE SPACE:

For those who are not practised in using their own creativity, or with complex vulnerabilities and low confidence, creativity feels like a huge risk. It is exposing as much as it is empowering. It can open wounds as well as heal them. If people feel unsafe, it is unlikely they will be able to access their creativity if they are not used to it already.

## TO US, SAFETY MEANS:

- Responding to individual needs and being flexible.
- Being trauma informed, and committed to treating and responding to people as individuals.
- Considering group dynamics, being able to sense existing conflict within the group and notice significant incidents affecting the mood of the group as well as seeing how some people work particularly well together.
- Being accessible (for people with diverse lived experience, faith, culture, physical ability and identity, as well as those who are neuro-divergent).
- Always utilising a two-facilitator team, with experience working with varying groups.
- Encouraging but never forcing the skills that can unlock creativity and connection.

The below lesson plan will provide you with a 60-90 minute workshop. You can pick and choose to meet the needs of the group and your own preferences.

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**ICE-BREAKERS &  
WARM UP GAMES**

# OPENING QUESTIONS

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## WHY?

By beginning a session with an opening question, each member of the group has a chance to speak and the participatory nature of the workshop is reinforced. If you can choose a question that in some way relates to the theme of the workshop, that's even better. For example 'What flavour of crisps would your mood be today?' would give people the chance to access their emotions and feelings - this is an important aspect of being able to manage them!

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## HOW?

Sitting in a circle, the group takes it in turns to answer the chosen question. If working with a new group, this is also a good opportunity to learn people's names.



### Some examples:

If you could open a door to anywhere, where would you choose and why?

What flavour would your mood be today?

If you could use one word for your identity, what would it be?

What would be the first thing you would change if you were Prime Minister?

If you could pass one of your traits onto others, what would it be?

If you could be one age forever, what age would that be and why?



# TWO SIMILARITIES TWO DIFFERENCES

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## WHY?

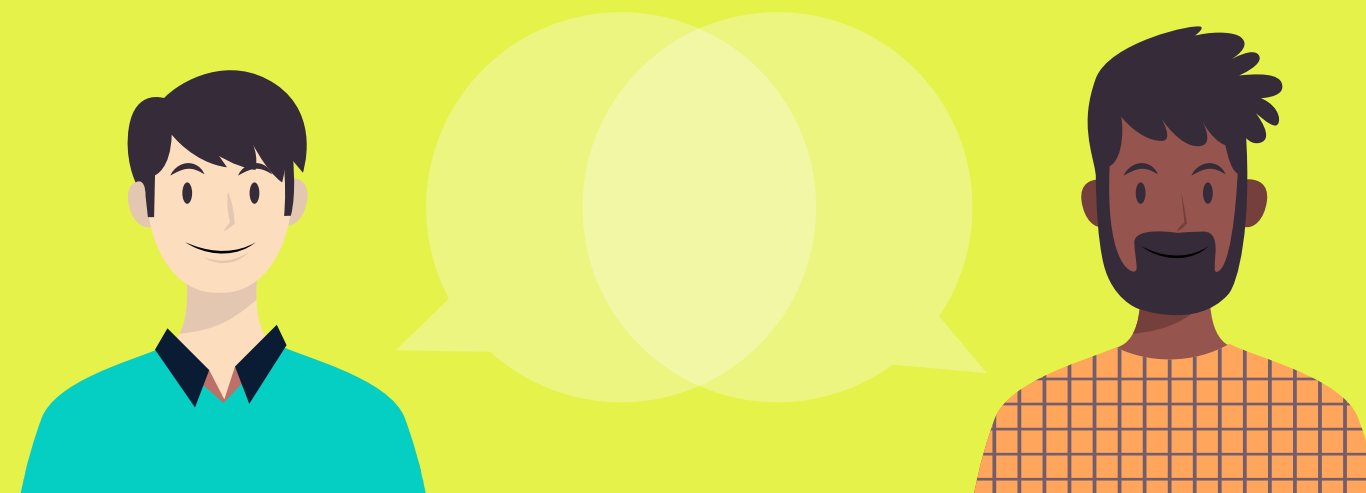
This exercise is a quick and easy way for a group to get to know one another; whether a pre-existing group who can now delve deeper into understanding each other or a group who have just met. Where there is conflict related to identity, it is also a soft way to introduce commonalities between people we might see as 'other'.

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## HOW?

Split the group into pairs, ideally with people they don't already know very well. Ask them to find out two similarities they have with their partners, as well as two differences. Encourage them to think outside the box! They must be things they didn't already know about each other. Allow for up to five minutes for everyone to talk in their pairs.

Once everyone has their similarities and differences, come back together as one group and feedback what everyone has learned about their partner - with one person saying their similarities and the other saying their differences. This can also be a good opportunity to refresh names if working with a new group, and also show that we have listened, and been heard.



# ANYBODY WHO...



## WHY?

Another get-to-know-you game, Anybody Who... gets the group up and moving whilst subtly learning about similarities and differences they may have without the need for big discussions.



### ACCESSIBLE ADAPTATION:

For those less able to stand, use the same "Anybody who..." statement format but instead of swapping chairs, individuals must quickly raise their hand if the statement applies to them. The slowest person to raise their hand then says the next statement.

## HOW?

The group sits in a circle facing each other in their chairs, with one person standing in the middle without a chair. The person in the centre must start a sentence by saying "Anybody who..." and then says something that is true about themselves, for example "Anybody who has a sister." Anyone else in the group for whom this is also true must now stand up and find a new seat. The last person left without a chair must now begin a new "Anybody who..." sentence and try to find a new chair.

## RULES!

- The statement must be true for the person who says it i.e. if they say "Anybody who is wearing black shoes", they must themselves be wearing black shoes. This prevents people from singling out others.
- You cannot sit back in your original chair if there are no others available
- You cannot sit in the chair next to you - it must be at least two chairs away!



### TOP TIPS:

Try to get the group to think outside the box. After a few warm-up statements about clothing or siblings etc see how creative they can be with their statements, or even ask them to link it to how they feel. Here are some examples:

- Anybody who eats pizza with a knife and fork
- Anybody who was born in a different country
- Anybody who has felt nervous today
- Anybody who can speak more than one language



### TOP TIPS:

A good time to finish the game is when people are sitting in seating arrangements that add to best working, i.e. people who distract one another are no longer next to each other. This game allows you to do this organically without 'labelling' or 'calling out' people.





# 02

## SETTING THE SPACE



# GROUP CONTRACT

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### WHY?

Creating a contract which is put together by the group (rather than the staff) can be an effective way of setting expectations, boundaries and finding out what the group wants to achieve. Doing this as a team allows for joint ownership rather than setting rules to follow.

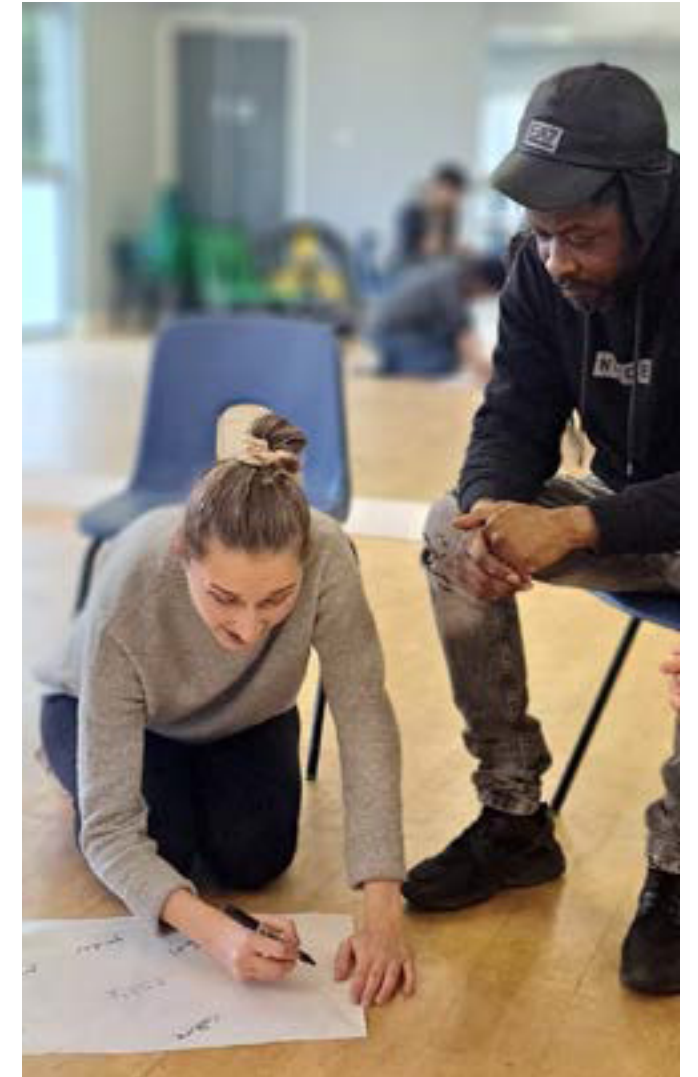
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### HOW?

Use a large sheet of paper with two boxes: YES, and NO.

In the 'Yes' box include all the things we want from the sessions: What do you want to gain? What do you want to achieve? What do you want people to behave like? What will help make the sessions successful?

In the 'No' box, include all the things we don't want: What will make the sessions unsuccessful? What don't you want people to be like? What will prevent you from achieving things in the 'yes' box? Consider: Behaviours, attitude, language etc.



### TRIGGER WARNING:

Today we will be thinking about some challenging issues: Some of the language and information can be upsetting. We are not doing it to hurt anyone's feelings but we want to use this space, which we see as a 'brave space', to think about what we can do about challenging early hateful & harmful beliefs to reduce risk of more extreme hateful behaviours.

03

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**EASING INTO  
THE DISCUSSION**



# AGREE / DISAGREE CONTINUUM



## WHY?

This exercise is a great way to get opinions flowing. The warm-up statements allow for participants to begin telling and showing their opinions, before delving into some more difficult discussions. The fact that people move to show their opinions means that even those who remain quiet are still having their viewpoint seen and have contributed.



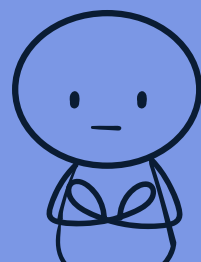
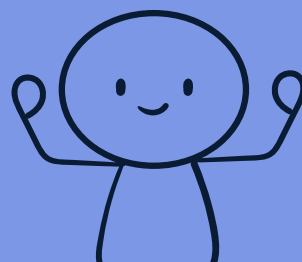
### ACCESSIBLE ADAPTATION:

This activity can also be delivered without the need for standing up. For 'Agree', raise both forearms, for 'disagree' point both forearms down, for 'middle' cross arms

AGREE

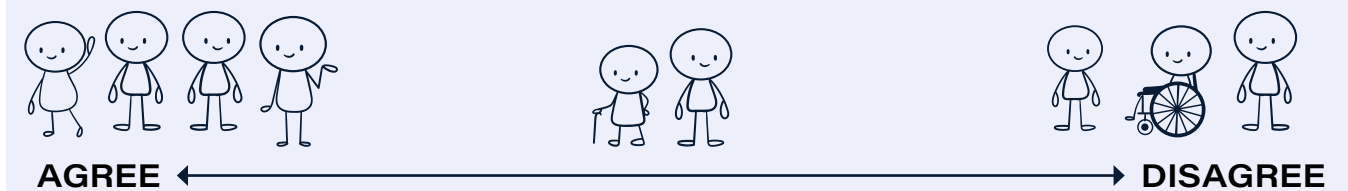
MIDDLE

DISAGREE



## HOW?

Explain that the room is now a scale. You will give a statement and if individuals agree with it, they will stand on one side of the room; if they disagree, they will stand on the other; if they aren't sure, have an argument for both sides or think it depends, they will stand in the middle. After you have read the statement and once participants have moved to where their opinions lie, ask for some opinions from each side.



### WARM-UP STATEMENTS:



Pineapple on pizza is delicious  
Salt & vinegar crisps are better than cheese & onion



#### TOP TIP:

Now is a good time to explain that people are allowed to change their minds. Someone might make a point that they had not thought of before, in which case they may wish to move to a different part of the scale. Also explain that it is ok to have a different opinion to others; do not just move to wherever your friends are going!

### FURTHER STATEMENTS:



Your upbringing determines the person you become  
This region is a good place to feel safe and have a sense of belonging  
Everyone is vulnerable to exploitation and grooming



#### TOP TIP:

In discussions following the above provocations, explore: Experiences relating to the area; experiences of what influences hateful, racist, divisive attitudes; who can or can't achieve a sense of belonging in the area (and why); how belonging or not belonging looks.

### KEY THINGS WE SHOULD BE LOOKING FOR OR THINKING ABOUT IN DISCUSSIONS:

- Honest reflection about bias, prejudice and judgement - exploring how this is human nature and the more aware we are of it, the more we can challenge ourselves
- Acknowledging and recognising our feelings can be a great first step towards managing our behaviour and responses to them
- Awareness of our own identity (and acknowledging the challenges and pride that might come with it) can help us feel a greater sense of belonging and hopefully more curious and accepting of other people's identity



#### TOP TIPS:

- Some people may be hesitant to give an opinion or give a one-word answer. As the facilitator, challenge them to think about why they agree or disagree and keep the conversation afloat by asking follow-up questions such as "What do you like about it?" or "What makes you say that?". Don't force people to speak, remember we can still see some of their opinions just from where they stand.
- Remember to remain impartial! (See Facilitator Top Tips on Page \_\_)
- Don't use all of the statements in one go! Pick one warm-up, then perhaps one or two more challenging statements. You can always use the remaining ones in different sessions.

# WHERE DOES HATE COME FROM?

## WHY?

This exercise is a great way to get opinions flowing. It allows for participants to begin telling and showing their opinions, before delving into some more difficult discussions. It can show the multiple things that can contribute to the way we think and feel about the world around us.

## HOW?

Ask the room 'Are we born with hate or do we learn to hate?'

Most people will say we learn. We might be born with a slight aversion to something but we learn hatred, hatred is influenced by many factors similar to what you have discussed already and it manifests inside us, and that's what we're looking at today, how can we be influenced to hate.

Put people into small groups of around 3 or 4 people and ask them to create a mind map with 'Where does hate come from' in the centre, writing all their ideas and reflections around the outside thinking about influences: social, historical etc.

## POTENTIAL EXTENSION

Ask each group to come up with what their definition of a hate crime is.

**HATE CRIME:** A hate crime is a crime committed against someone because of a prejudice or hatred against a part of their identity.

This could be about any element of their identity but the most common and monitored themes are: Gender, Age, Disability, Race or Ethnicity, Faith/Religion or beliefs, Sexual orientation, Transgender identity

What do you think is the most commonly reported hate crime in UK?

Race or Ethnicity

<https://www.gov.uk/government/statistics/hate-crime-england-and-wales-2021-to-2022/hate-crime-england-and-wales-2021-to-2022>

# MAKING A STAND

## WHY?

This exercise is a great way to get opinions flowing. The prescribed words allow for participants to feel some element of structure before thinking of their own more nuanced answers. The standing on the paper allows those less confident to speak/share their views to show their opinions. The exercise as a whole helps people think about what contributes to the way we think and feel about the world around us, and how hateful attitudes can form.

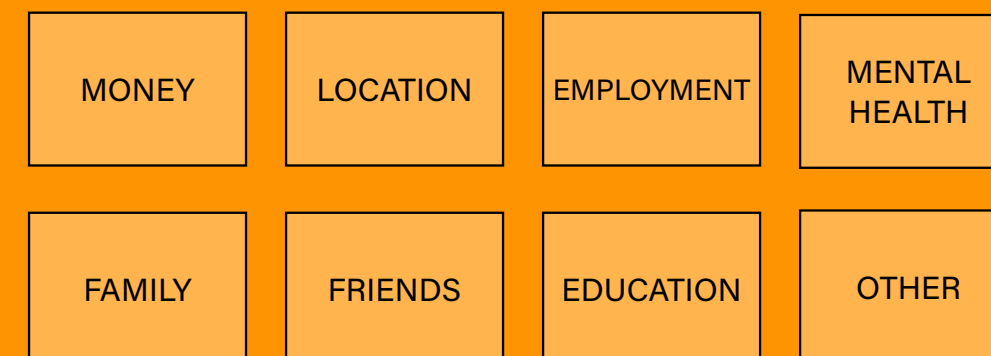


## HOW?

Place pieces of paper with below titles spread around the floor. It is important to always have the word 'Other' so participants can bring their own ideas to the space. Ask the room to stand on the piece of paper you believe best answers the question/statement. Ask participants to stand on the one that 'Has the biggest impact on people forming extreme and hateful beliefs!' Encourage the group to share their opinions and respect the opinions of others.

You can also ask further statements such as: Which 'Has the biggest impact on helping and supporting people to have more tolerant and compassionate beliefs?'

When people have chosen which answer to stand on (from the below list), use inquisitive questions to find out more, and encourage people to think about other people's viewpoints and perspectives. You are not looking for a 'right or wrong' answer.



# THE PROCESS OF RADICALISATION

## WHY?

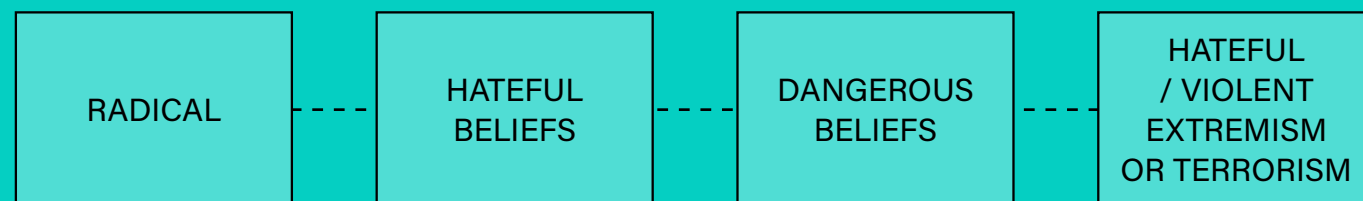
This exercise is a great way to get people to understand what radicalisation is, and that it is a complex and phased process. Equip people with knowledge of how people might get there.

Note: Just because someone is radical, does not mean they will become radicalised. This is just one way this process could happen.

## HOW?

Referring back to the concept of a continuum, a line from one end of an opinion to another, place the words below on the floor: Radical (at one end), then hateful beliefs, then dangerous beliefs, then violent/hateful extremism or terrorism (at the other end). Explain that the room is now a scale, potential process of radicalisation.

Note: Just because someone is radical, does not mean they will become radicalised. This is just one way this process could happen.



Ask participants to stand next to one they feel they could maybe explain and that you are going to 'walk' the potential line together to explain the process:

- 1 Ask people standing at RADICAL for their reflections on what it means and compare and / or confirm with the below.

### RADICAL

adjective is wanting or advocating for thorough or complete political or social change; representing or supporting extreme or progressive political ideas. noun. A person who holds or follows strong convictions or extreme principles and advocates for this change often through uncompromising methods.

Is it ok to be radical? YES It is fine to have 'radical' views or be a 'radical', if we can live amongst and tolerate other people who have different views to us, or who think differently to us. What is important to refer back to and remember is human rights, and our responsibility and rights, as well as other's rights and responsibilities within this.



### TOP TIP:

One person's view of what radical is, will be different from another person's.

Some people might have radical views and want to make change in a 'positive' way, some might have radical views and want to make change in a 'negative' way.



### TOP TIP:

It can be good to discuss radicals throughout history, those who have made change in positive ways, but this can be a challenging and nuanced discussion. When discussing somebody like Emmeline Pankhurst for example who is seen as a 'Radical', she was part of a movement that did also use violence. Explain for the purpose of this exercise, we are thinking here about people who are radical, but non-violent.

2

Ask people standing at HATEFUL BELIEFS for their reflections on what it means and compare and / or confirm with the below.

### HATEFUL BELIEFS

I.e If someone starts to judge and discriminate against other people who are different or think differently (political, religious, social, racial etc) to them. They believe they are right and everybody else is wrong and they start to dislike / spread hate about these people - with the underlying aim that they want something to change.

3

Ask people standing at DANGEROUS BELIEFS for their reflections on what it means and compare and / or confirm with the below.

### DANGEROUS BELIEFS

I.e If someone wants to hurt people who are different or think differently (political, religious, social, racial etc) to them or they incite hatred and violence against these people - still with the underlying aim that they want something to change.

4

Ask people standing at HATEFUL / VIOLENT EXTREMISM OR TERRORISM for their reflections on what it means and compare and / or confirm with the below.

### HATEFUL / VIOLENT EXTREMISM

- demands a response. From inspiring terrorist attacks, to hateful extremist groups engaging in persistent hostility
- Incite and amplify hate, engage in persistent hatred, or equivocate about and make the moral case for violence
- Draw on hateful, hostile or supremacist beliefs directed at groups perceived as threats to the well-being, survival or success of another group
- And cause (or are likely to cause) harm to individuals, communities or wider society
- A simple way to think about it is also EXTREME HATE

5

### TERRORISM

is the unlawful use of violence and intimidation, especially against civilians, (i.e terror) to try to change people's minds religiously or politically.

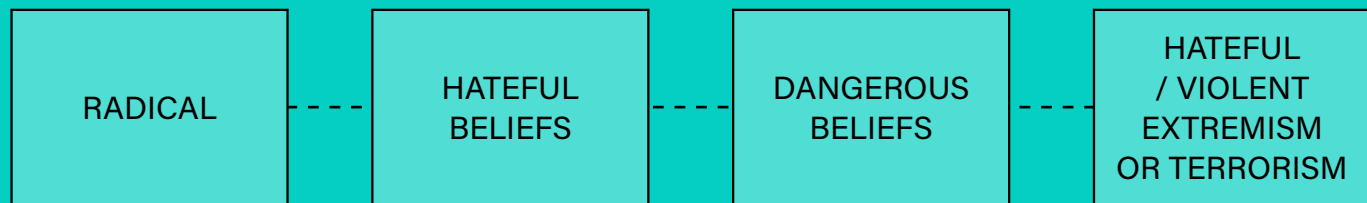




**TOP TIP:**

Participants may wish to dissect the definitions of the words above, including terrorism, and explore on a more critical and political level. Above is one version of definitions which is ok for people to think critically about within the session. However, ensure that you are very clear about the fact that this workshop is interested in supporting people to find creative ways to challenge injustices in the world, and believe this can be done without causing violence and harm to innocent civilians/causing terror to do this.

If someone had 'walked this path' we just laid out from RADICAL to TERRORISM that process would be called radicalisation.



**RADICALISATION:**

is the process by which an individual or group comes to adopt increasingly extreme views in opposition to a political, social, or religious status quo. Radicalisation is a phased and complex process in which an individual or a group embraces a radical or extreme ideology or belief that accepts, uses or condones violence, hateful extremism and including acts of terrorism, to reach a specific political or ideological purpose.

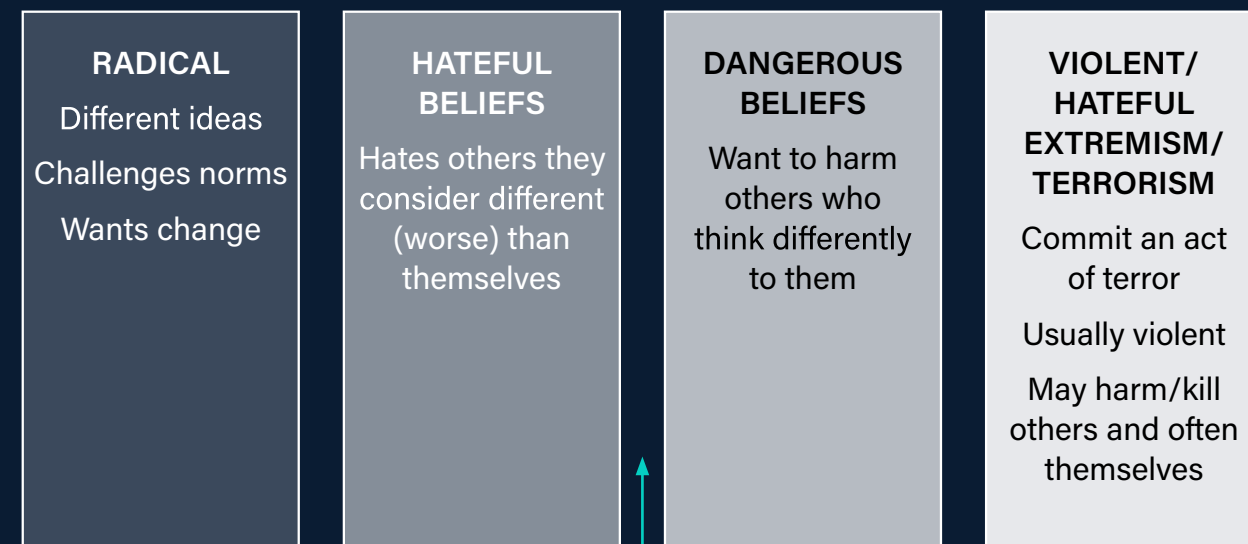
Just because someone is RADICAL, it does not mean they are going to become radicalised. Everyone who commits an act of terror, has been through this process of forming strong opinions that then cause them to hate others and eventually cause terror. They are people who learned to hate so much they might be willing to kill other people.

**This process doesn't happen to everyone, it also doesn't happen overnight, somebody doesn't wake up wanting to commit a violent act, it's a process:**

1. It often starts with somebody feeling very angry and upset and feeling an injustice with the world (underlying issues)
2. Often along that path there are other triggers (internal or external) that increase their hate and make their hate more extreme
3. Often people search for answers to better understand why they feel the way they feel. It can be at this point (when vulnerable) they are targeted by somebody or a group who manipulate and groom them to think in a different way, to the point where they then become radicalised and can be dangerous to themselves or others. Here they might even consider hurting others or engaging in hateful extremism / terrorism.

**A SCALE, A POTENTIAL PROCESS OF RADICALISATION.**

Note: Just because someone is radical, does not mean they will become radicalised. This is just one way this process could happen.



**THE AREA WE ARE EXPLORING**

In the next section of the workshop we are going to watch a film and reflect on some of our previous discussions / exercises about what contributes to hateful views and think about some potential underlying issues, vulnerabilities and internal and external triggers that make it more likely someone might become radicalised.



04

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**THE BIGGER  
CONVERSATIONS**

# INTRO TO FILM / TRIGGER WARNING & QUESTIONS

## WHY?

This film is a great way to visualise and help people to understand a possible process of radicalisation.

## HOW?

Give students a sheet of 5 prompt questions to make notes while watching the film: see below for questions.

1. What was Sol's experience in the area?
2. From seeing a few of Sol's experiences, what other challenges do you think he might have faced in the area? [To build up more of a story around him]
3. What were Brynn's challenges and grievances?
4. Who did Brynn direct his hate towards? What influenced that?
5. Was Brynn becoming radicalised? What makes you think he was or wasn't?



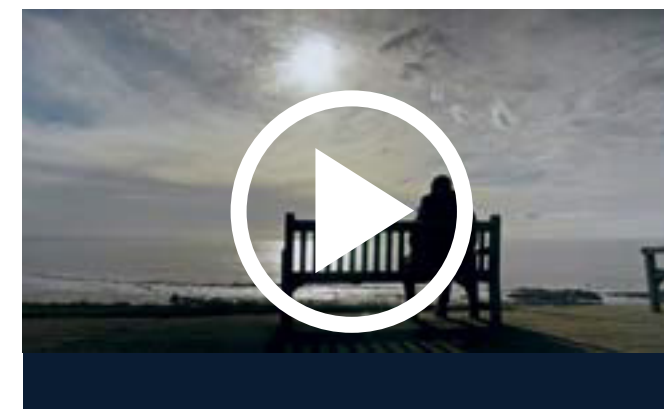
## TRIGGER WARNING:

As mentioned today we will be thinking about some challenging issues: Some of the language and information can be upsetting. We are not doing it to hurt anyone's feelings but we want to use this space, which we see as a 'brave space', to think about what we can do about challenging early hateful & harmful beliefs to reduce risk of more extreme hateful behaviours.

This is a short film exploring some of the tensions and challenges faced by members of a Welsh community. We have provided you with a worksheet of 5 questions that focus on two of the characters in the film: Brynn and Sol. Please take a look at these questions before watching the film.

## WATCH FILM

The film can be found at this link on Odd Arts Youtube: [www.youtube.com/watch?v=jEKfa3D7vpc](https://www.youtube.com/watch?v=jEKfa3D7vpc)



## POST- FILM DISCUSSION:

- How do people feel?  
[Give time to acknowledge & validate any trauma, strong & challenging emotions]
- What did you think?
- Was it realistic?

## DISCUSS THE CHARACTERS

- What was Sol's experience in the area?  
From seeing a few of Sol's experiences, what other challenges do you think he might have faced in the area?  
[To build up more of a story around him]
- What were Brynn's challenges and grievances?
- Who did Brynn direct his hate towards?  
What influenced that?
- Was Brynn becoming radicalised?  
What makes you think he was or wasn't?



## FACILITATOR NOTE:

Try to discuss with students the following things:

**Grievances (for Brynn):** For example, poverty, lack of identity or sense of belonging, no housing, feeling others had better education/access to opportunities than him; feeling forgotten

**Triggers:** Homelessness, feeling 'laughed at' in his work by people he felt had much more than him

**Key warning signs:** Racist language; White supremacy language (White's Only Welcome); Call for action for others to join him in his cause

**Other things to discuss:** Normalised racist microaggressions that caused Sol to already feel uncomfortable and targeted; lack of support from Sol's friends when he was a victim of racism; the impact that these behaviours had on Sol's life (eventually leading to him leaving the area)

# CHARACTER PROFILE

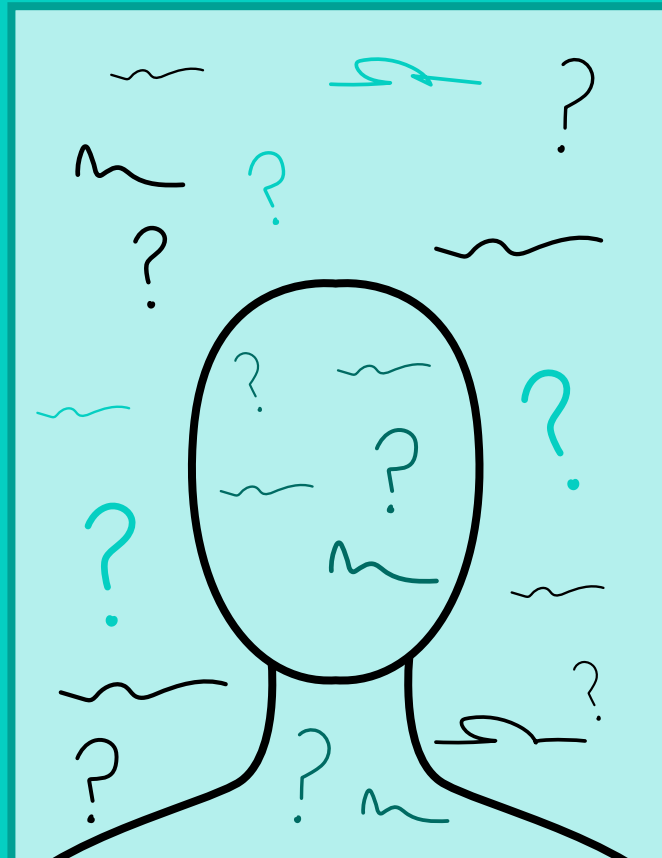
## WHY?

This exercise is a great way to get people to think about the character's journey, considering what contributed to their hateful views and think about some potential underlying issues and understand some of the vulnerabilities/grievances & unmet needs that could lead to hateful extremism if not addressed. It also enables participants to think about the concept of internal and external triggers.

## HOW?

Draw a big head on a flip chart. On the outside write what we know about Brynn and his life, what they like doing, what they are good at, who they live with etc and start building a picture of their life.

Then using a different colour write on the outside any external triggers for their extreme hate/radicalisation and on the inside, any internal triggers that made them vulnerable to this process. In a different colour write their feelings and their needs. If it suits the group better this can be done in two groups where each group takes one character and then they come back together.



# IS THERE ANOTHER WAY?

## WHY?

This exercise is a great way to get people to think about the character's journey, considering what contributed to their hateful views. It can enable people to reflect on their own and others' viewpoints and belief systems, encourage participants to challenge hate and division and promote discussions & idea sharing around skills to challenge early hateful & harmful beliefs to reduce risk of more extreme hateful behaviours (eg improve communication skills for difficult conversations; increasing allyship & role of bystander).

It can also support people to recognise the impact that language and behaviours have on others and be able to point out moments where 'something could have been done differently'.

## HOW?

Ask the participants if there was any particular point in the film they felt they could go back to and help a character? Do they feel like something could have been done differently at any point?

If students and staff are comfortable try to re-enact one of the scenes, seeing what helps and what doesn't.

Or simply share ideas for how things could be approached differently.

## KEY POINTS TO LOOK FOR WHEN HOLDING CHALLENGING CONVERSATIONS AND FACILITATING OTHER PEOPLE HOLDING CHALLENGING CONVERSATIONS:

- Use compassionate communication (NVC) which involves listening, an awareness of emotional needs and a non-judgemental approach.
- Try to think of the situation restoratively - building, maintaining and repairing relationships - restorative approaches are built on values which separate the person from the behaviour, they promote accountability and seek to repair any harm caused in a situation. A restorative approach allows us to address the problematic behaviour, while also practising empathy and maintaining a strong relationship - think about offering equal amounts of BOUNDARIES and SUPPORT - try to work WITH people, not TO or FOR them, but making sure you are able to challenge people, rather than ignoring the problem.
- Respond don't react
- Really listen - don't listen to respond, listen to understand
- Validate people's feelings and grievances
- Use open questions
- Avoid asking why - instead ask what/how
- Look for trusted support WITH people

NB. It is worth explaining we are not going to change people's opinions overnight and this is not a Disney ending, but if we can open people's minds even a little bit and share different viewpoints, then it is more likely people could be open to progress.

# 05

## COOL DOWN EXERCISES

# LOOK UP LOOK DOWN

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### WHY?

This is a good way to practise holding eye contact with people in the group they ordinarily might avoid doing this with. It also allows you to move the placing of people in the group to be sitting with new people or people you think might work better for the group dynamics.



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### HOW?

Stand group in a circle. Facilitator gives instructions for everyone to 'Look Down'. On the command 'Look Up', everyone must look up and stare at another player. If the person they are staring at is also looking at them and the players make eye contact, both participants should swap places. Once you have played that a few times, tell participants that this time they will be out and should sit down if they are making eye contact with someone else. Continue saying 'Look Down, Look Up' until you have a winner or winners. This can be played with any number of participants and can go on for a long time.



# 06

## REFLECTION EXERCISES

### GROUP MANIFESTO

#### WHY?

This is a great way to cement learning or achievements, and encourage participants to think about how they will challenge hate and division in their community

#### HOW?

The group sits in a circle and are asked to say one thing that they would like to do to challenge hate and division in their community in a positive way. Once people are feeding back, add them to a large flip chart piece of paper to create a big collective manifesto

### LEAVE BEHIND TAKE AWAY

#### WHY?

This is a good way to cement learning or achievements, but also hear challenges and things that could be better in a safe way.

#### HOW?

The group sits in a circle and are asked to say one thing that they would like to leave behind from the workshop (e.g. nerves) and one they would like to take away (e.g. confidence/ friendship)

# FURTHER SUPPORT

Due to the potentially triggering or challenging nature of the themes you have explored, there may be some safeguarding concerns that arise. If this is the case, please follow your usual safeguarding guidelines and please consider making referrals to the relevant agencies for specialist support. This would be essential for people deemed at increased risk or already victims of radicalisation, drug and alcohol abuse, mental ill health, abuse, exploitation or domestic violence etc.

If you feel you do not have access or details of appropriate agencies please email [info@oddarts.co.uk](mailto:info@oddarts.co.uk) for us to pass details on.

All local authority areas will have their own Prevent Teams and a Local Prevent Officer.

If you would like to speak directly with Odd Arts about the content of this toolkit, please email: [info@oddarts.co.uk](mailto:info@oddarts.co.uk)



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Toolkit Designed by Lily Norwood

## GO FOR SUPPORT AND FIND OUT MORE:

### ODD ARTS

<https://oddarts.co.uk/>

Odd Arts are a Charity specialising in delivering theatre-based programmes that challenge and change attitudes and behaviours & enable people to understand the world and themselves differently. They work within the community, education, criminal justice, health & corporate training sectors.

Odd Arts is an alumni of the US Embassy Exchange on Countering Violent Extremism, and continues to deliver Embassy commissioned work. We were commissioned to present live at EU Parliament's International conference on preventing extremism and have been contributors for RAN presentations (Radicalisation Awareness Network) as well as many more local and national networks. All our radicalisation prevention workshops and training sessions have two or three delivery models to ensure they are safe, accessible and appropriate for people within more complex settings such as PRUs, SEN schools, criminal justice or mental health settings, or for people with lived experience of trauma or increased vulnerability.

Email: [info@oddarts.co.uk](mailto:info@oddarts.co.uk)

### SMALL STEPS

<https://smallstepsconsultants.com/>

Small steps is an organisation made up of former members of far-right organisations who have rejected violence and far-right narratives. They are now committed to exposing and eradicating far right extremism in the UK. They help organise events and provide specialist speakers for communities, educational establishments and professionals who are tackling far-right extremism. They also provide information, educational items and offer one-to-one guidance and advice through their confidential support services, including support for people who are questioning their involvement and would like to move away from far-right groups.

Email: [info@smallsteps.ltd](mailto:info@smallsteps.ltd)

### EDUCATE AGAINST HATE

<https://educateagainsthate.com/>

Educate Against Hate is a website with Government advice and trusted resources for schools to safeguard students from radicalisation, build resilience to all types of extremism and promote shared values. Their website has classroom resources, Training for staff, Government guidance, Posters and leaflets, Reporting a concern

### RAN - RADICALISATION NETWORK

[https://home-affairs.ec.europa.eu/networks/radicalisation-awareness-network-ran\\_en](https://home-affairs.ec.europa.eu/networks/radicalisation-awareness-network-ran_en)

The Radicalisation Awareness Network (RAN Practitioners) connects frontline practitioners from across Europe with one another, to exchange knowledge, first-hand experiences and approaches to preventing and countering violent extremism in all its forms. The Network provides access to publications, newsletters, conferences and webinars as well as working groups. It includes a database of inspiring practice and they also have a youth network/platform.

Anti Terrorist Hotline: 0800 789 321

