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Identity Development

**PREVENT
RADICALISATION
THROUGH
IDENTITY
DEVELOPMENT**



HOME IS WHERE I AM - SUPPORT MIGRANTS TO MAKE THE MOST OF THEIR ADVENTURE

A COLLECTION OF BEST PRACTICE EXAMPLES FROM OTHER YOUTH ORGANISATIONS

LEAD ORGANISATION

Name: KulturLife gGmbH
Location: Kiel, Germany
Website: www.kultur-life.de

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ERASMUS+ PROJECT

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Austria, www.verein-interaktion.org

Working with Europe/Treballant amb Europa Associació
Spain, www.workingwitheurope.com

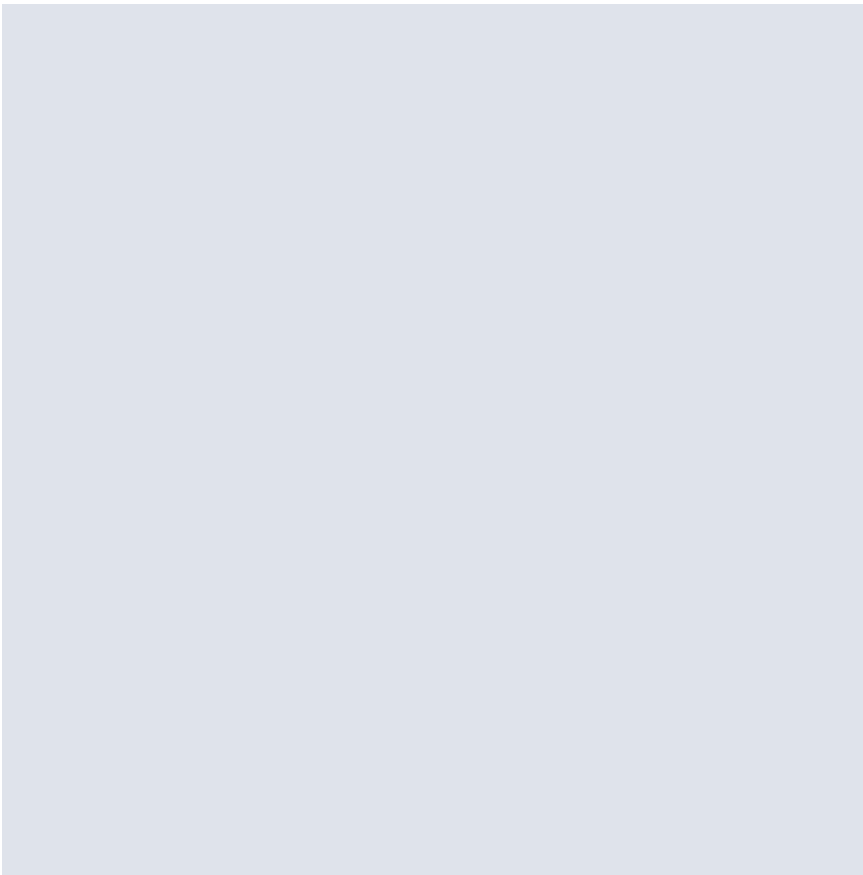
Ostbayerische Technische Hochschule Regensburg
Germany, www.oth-regensburg.de



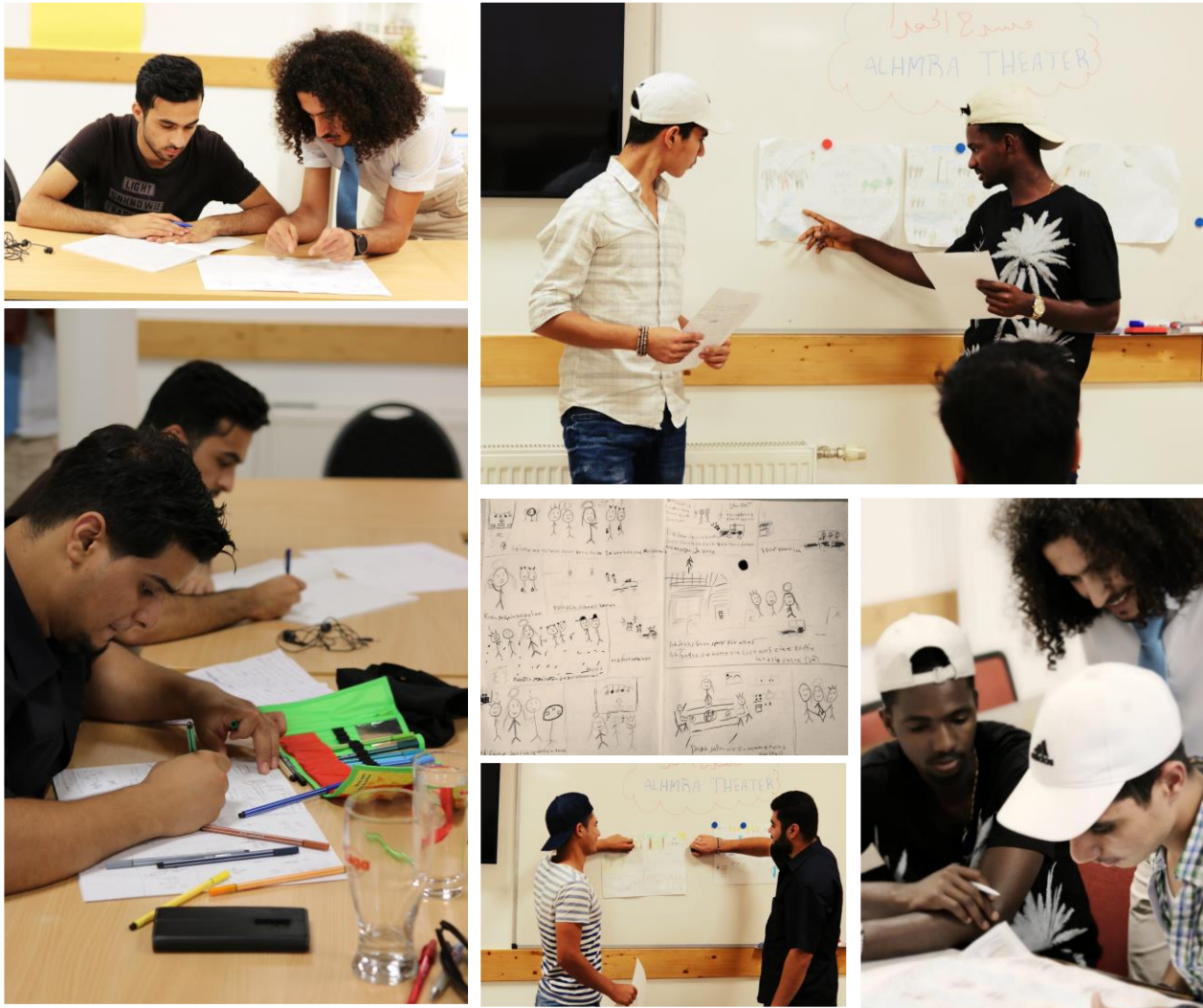


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EXAMPLE 1: STORYTELLING THROUGH COMICS



Country

Austria

Title

Storytelling

Organisation name

InterAktion – Verein für ein interkulturelles Zusammenleben

Author

Katja Lenic Salamun

Name and description of the method

STORYTELLING THROUGH COMICS

Storytelling can provide socially-isolated participants with a space for engaging in conversation and rich interaction with others. It also helps them feel heard and recognized and can enhance a feeling of belonging and purpose.

Session 1, 120 minutes

Introduce the workshop and theme for the storytelling. It could focus on a specific theme or on a range of themes. The key is to provide a context in which participants think about and select the stories they are going to share.

Provide participants with notebooks and pens, it is essential to have ideas and outcomes of each session either on a flipchart (if a group work) or in their notebooks (when personal).

Introduce the comic art to the students, ask about their own experiences with the comic books, discuss what they like about comics, collect ideas how comic books could be used for addressing social issues. Ask participants what they would like to address if they would make their own comic book. You can use the following methods: silent dialogue, group work, brainstorming or world café. Choose together 2-3 topics you want to focus on (make a poster).

Session 2, 60 minutes

Once you have chosen the topics/situations you would like to work on with your group and you have the comics that deal with same or similar situations (at least 1 comic book per person), present the comic books to participants. Ask them to read the comic books until the next meeting.

Session 3, 120 minutes

Ask participants to present the comic book they read, what impressed them the most, how they felt, etc. Encourage participants to find something they have in common with or something that makes them different from one of the characters, ask them to describe the problem and the solution of the story and ask them what they would change in the story if they were the author (ask them to write it down in their notebooks).

Session 4, 180 minutes

Start the session with a warm up exercise - Automatic Writing. Ask participants to start the sentence with: today/ yesterday/I feel (choose what you find appropriate in the given situation) and continue writing for 10 minutes - whatever comes to their minds.

Ask participants to think of positive/negative changes in which they have taken part. Ask them to reflect on the change process, and details before, during and after. Ask participants to pair up and share their stories.

Reflecting on the work done so far (use flipcharts from the previous sessions, remind participants to read their notes from the previous sessions), ask them to define the topic they would like to create a short story about. If wished so, they can also work in pairs. Participants should focus on the who, what, where, when, why? They should also answer the following question: What is the message of my story? When they have decided on the story ask them to script their stories, when doing so they should consider: What will each panel tell? How will the panels connect to tell the entire story?

Session 5, 180 minutes

Start the session with several warm up exercises, eg: draw a block letter, and then turn it into a monster, draw things that float, draw the monster that hides under your bed, draw your favourite place.

Prepare a lesson on drawing the human body, see https://www.youtube.com/watch?v=85A_F7_N3t0

Prepare a lesson on drawing cartoon figures, see <https://www.youtube.com/watch?v=EVdDFjUuNKc> or <http://www.easydrawingtutorials.com/> You can use some of the [online worksheets for drawing faces or cartoon figures.](#)

Session 6, 180 minutes

Participants start working on their comics. For this part 2 or 3 sessions will be needed.

Final session, 60 minutes

Participants present the outcomes.

Target group (Group size)	Up to 10
Materials	<ol style="list-style-type: none"> 1. Different comic books: for children and adults, different art styles, stories of all genres and from different countries (Marvel, Asterix, Moomins, Barbapapa Joe Sacco, Riad Sattouf, Olivier Kugler, Asma Al Abidi, Marjane Satrapi ...) 2. Pens, markers, fine liners, papers, drawing paper, heavier weight paper for final comics, erasers, pencil sharpeners, rulers/straight edges, markers, colored pencils, crayons 3. Flip chart, markers, notebooks for participants 4. Worksheets on how to draw a human body or cartoon figures can be found online. 5. Youtube videos on drawing
Preparation	<ol style="list-style-type: none"> 1. Prepare a short introduction to the comic art, presenting as many different (in style and genre) comic books as possible, chose a few with which you would like to work in detail with (depending on the stories and which topics you would like to work with the group), search for comic books from the countries the group or individual participants are coming from or at least in the languages they are speaking. 2. Prepare warm up activities (for writing and drawing), these should be already connected with the topic. 3. If possible, try to include a native speaker, preferably a writer or a poet, involve him/her from the very beginning when planning the workshop step-by-step. 4. Make sure the atmosphere in the room is friendly and warm, instrumental background music will create a more relaxed atmosphere.
Duration	14 - 20 hours after a trust between all participants and the group leader has already been established.
Aim of the of the methods/experience	The goal of the workshop is to engage participants in sharing their personal stories of leaving their own home countries, going through difficult situations of living abroad and share positive experiences. Reading different comic books and discuss the contents may also help them tackle problems in their own lives. Through conversations participants have the possibility to define (or re-define) their own identities, while sharing their own stories. While exploring the new culture, storytelling and creating their own story, participants will also be able to gain a new perspective on their personal experience and may even acquire new problem-solving skills and self-expression.

The storyteller can use storytelling as a tool for reflecting his/her family background, culture and relationships. The stories tell who the storyteller is and in the same time help construct his/her own understanding of who he/she is. Sharing stories means giving insight into personal experiences and helping others to understand these.

Further outcomes: enhanced communication skills, empowerment of participants and increased confidence of participants.

Which results can be expected? Short stories in form of comics reflecting the experiences, feelings and thoughts of participants.

Which difficulties need to be considered? Language barriers

Ways of Dissemination Website, Facebook

How could this example be used by others? Creating comics can be a powerful toll for addressing different social issues.

Further readings

https://www.priyashakti.com/wp-content/uploads/2015/04/comic_books_curriculum.pdf

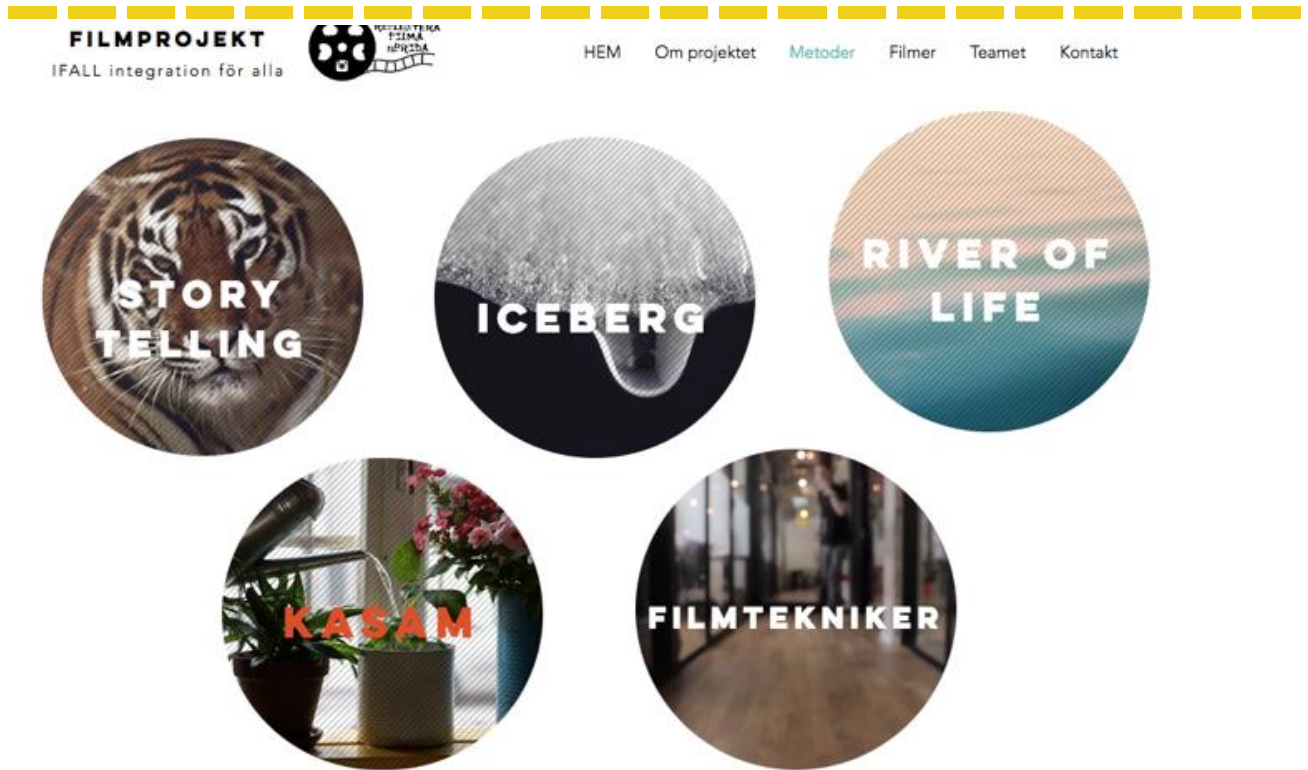
https://www.researchgate.net/publication/241745262_Storytelling_grows_up_Using_storytelling_as_a_reflective_tool_in_higher_education

<https://www.cartoonstudies.org/teachingcomics/>

<https://www.skillshare.com/classes/Storytelling-with-Pictures-An-Introduction-to-Comics/239292041>

https://www.newyorkcomiccon.com/RNA/RNA_NewYorkComicCon_V2/2017/docs/nypl/Storytelling-Through-Comics.pdf?v=636449899875284274

EXAMPLE 2: FILM METHODOLOGY – REFLECT FILM AND SPREAD



Country	Sweden
Title	Film Methodology – Reflect Film and Spread
Organisation name	ProIFALL
Author	Charlotte Meletli
Name and description of the method	Film-Making Method

Target group (Group size)	6 – 10 people Young people can decide to create films in groups or individually. The social and pre-film activities require more people.
Materials	Film camera Paper Pens
Preparation	<p>https://www.filmprojekt.se/metod</p> <p>Other autobiographical methods can be used to help those making a film to think and process a film idea.</p> <p>These include;</p> <ol style="list-style-type: none">1. Story telling2. Iceberg methods3. River of Life
Duration	<p>Film making can take 1 session (1-4 hours) or this method can be done over several sessions and several week.</p> <p>Film making is the final result in a long process. Film making should not be considered the main element of these sessions and it just one method that can be used as a complementary development.</p>
Aim of the of the methods/experience	<p>AIM:</p> <p>The aim of the project support unaccompanied minors and involves them in formulating the challenges they face in their new country, but also find opportunities and solutions.</p> <p>METHODS:</p> <p>The KASAM model is a central part of the film making process. It focuses on 3 principles;</p> <ul style="list-style-type: none">• Meaningfulness:• Comprehension• Manageability <p>These concepts are then captured in films. The process is more than just making films. Social activities are incorporated to achieve a good network and rapport amongst the unaccompanied minors before filming is crucial. Individual interviews with unaccompanied minors are needed also.</p>

Which results can be expected?

IMPACT:

Improve emotional wellbeing and increase creativity.

Which difficulties need to be considered?

The films can reveal personal stories of the young people involved. These stories might be traumatic and too

Ways of Dissemination

All the material has been published on our website and social media resources:

www.ifall.se/filmprojekt

https://www.youtube.com/watch?v=OoR_nbTfhIU

<https://www.youtube.com/watch?v=ee01OB6xydl>

How could this example be used by others?

This method can be adapted by different organisations that face different social problems. Municipalities, organisations, social workers who work with the primary target, the majority society. They can take the same format into their organisations. The KASAM model can be applied to the overall concept of the organisation. All activities can be analyzed based on Meaningfulness, Comprehension, Manageability

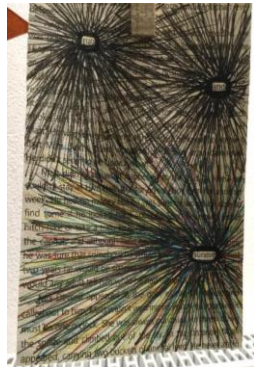
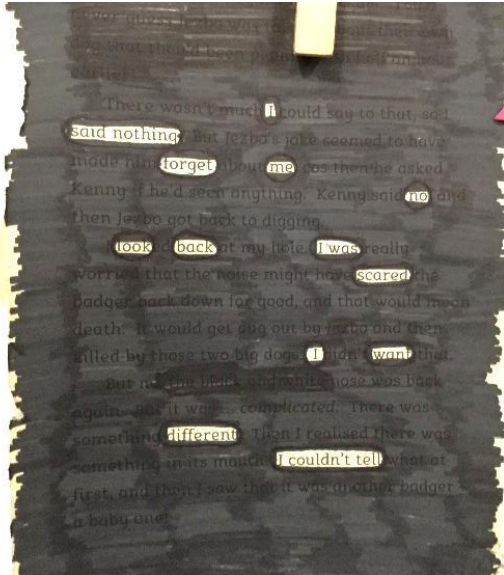
Further readings

<https://learnaboutfilm.com/education-training/filmmaking-youth-community-groups/>

Hyperlinks to videos

<https://www.youtube.com/watch?v=IlibqRWXCg&list=PLsfOudaa-BNHNBMaRm6YS9rMj4eb2wAy>

EXAMPLE 3: BLACKOUT POETRY



Country

Sweden

Title

Blackout Poetry

Organisation name

Staffangymnasiet Ro 8
Hälsinglands utbildningsförbund

Author

Lotta Nolemo Lundgren and Carin Gustafsson

Name and description of the method	<p>Blackout Poetry – a kind of appropriation art</p> <p>It is a way to open the doors to writing poems. Poems are usually filled with feelings, and when writing poems, one could share feelings and thoughts that otherwise could be hard to express. A benefit is that you could do it in any language and in different languages at the same time.</p> <p>Start with some kind of introduction where you tell about different kinds of poems. Tell that poems are often used to express different kinds feelings and thoughts.</p> <p>Take a book page, a magazine page or a newspaper article.</p> <p>Do not read the text, just look at the words. Choose words from the text that express what you want to say.</p> <p>Then find some linking words, that link your chosen words together</p> <p>Put boxes round your words and let them stay white. Colour the surrounding text, in black or some colour.</p> <p>You could just colour it, make patterns or make some kind of picture. If you like you could try to make a pattern or a picture that interact with your words.</p>
Target group (Group size)	For anyone who knows how to read. For just a few or many
Materials	<p>Pages from books or newspapers in any/preferred language</p> <p>Marker or felt pens</p>
Preparation	<p>Prepare a short introduction of different kinds poems. Read some poems and illuminate the fact that it is a common and good way to express feelings and thoughts.</p> <p>Show some examples of blackout poetry, and show a Youtube video how to do “Blackout poetry” – there are plenty</p>
Duration	From about 45 minutes to some hours
Aim of the of the methods/experience	To endeavour the participants to share feelings and thoughts that could be hard to express.

Which results can be expected? To be able to share different feelings and thoughts. And in this way you do not even have to use your own words, you use someone else's words which hopefully makes it less emotionally susceptible.

Which difficulties need to be considered? Sometimes it could be hard to find the right words from a limited amount of words, since you should find all the words from one book page, or one newspaper article.

Illiterates cannot do this by themselves. They would need help.

Ways of Dissemination Facebook, Instagram, Website, some kind of exhibition, a poem-reading session

How could this example be used by others? This could be a good way of expressing feelings and thoughts in many occasions. Or just for having fun.

Further readings

Hyperlinks to videos <https://www.youtube.com/watch?v=Nt5nquT3hEM>
https://www.youtube.com/watch?v=B0f5Bmq_oMU

EXAMPLE 4: THE RIVER OF LIFE – AUTOBIOGRAPHICAL METHOD



Country

Sweden

Title

The River of Life – Autobiographical method

Organisation name

ProIFALL

Author

Charlotte Meletli

Name and description of the method	<p>The River of Life</p> <p>The River of Life is a flexible creative project and can be used for individual introductions, for groups to look at a projects problem or opportunity, for groups to reflect on progress.</p>
Target group (Group size)	6- 12 people
Materials	<p>Large paper Craft materials Pen Coloured paper Photos Magazines.</p>
Preparation	<p>Begin with a blank sheet of paper. Ask participants to draw their river of life with its bends and turns, its smooth waters and rough spots, its strength/vitality, and its direction.</p> <ul style="list-style-type: none"> • Write in their approximate age, and/or dates, along the flow of the river. • Identify on the drawing the various key “marker events” in your life – the boulders in the river, places where the river changes course – that shape their story. • If they were able to divide their life journey into sections, where would the section divisions occur? <p>Give names to each of the sections of their life river.</p>
Duration	2 hours
Aim of the of the methods/experience	<p>The aim of the activity is to gather a diverse range of people; immigrant, refugee and local people in order to share life experiences and share knowledge through visual autobiographical storytelling methods.</p>
Which results can be expected?	<p>Allows individual person reflection and improves social interaction.</p> <p>Allows deep thought provoking conversation and creative discover.</p>

Which difficulties need to be considered?

The stories of people's lives can be very traumatic and personal. They may feel self-conscious or sadden by some of the events in their life.

Explain at the beginning of the activity the importance of confidentiality.

Ways of Dissemination

Observation and Implementation of Session:

<https://goo.gl/nyQmeY>

<https://goo.gl/tngCoQ>

As this is a very personal method, the results of the method may not be possible to share.

How could this example be used by others?

Activities within the Autobiographical Method such as The River of Life have the potential to support all types of vulnerable and disadvantaged young people

Using this tool gives all types of users the time to reflect on their past accomplishments and challenges and enables them to create an individual or shared vision. This vision can be related to any organisation as a group activity or the individual refugee.

This activity is user led meaning the chosen user can take what they want from the activity and tailor it to their own needs. It helps anyone to explore the creative tension between expectations/realities and developed actionable steps to operationalize a shared vision.

Further readings

Hyperlinks to videos <https://www.youtube.com/watch?v=fxC0ky8EJ5o>

EXAMPLE 5: STOP-MOTION ANIMATION



Country	Slovenia
Title	Stop-motion Animation
Organisation name	DRPD
Author	Snjezana Blagojevic

Name and description of the method	Stop-motion Animation
Target group (Group size)	Youth between 15 and 19, attending high school/studying, coming from Kosovo and Montenegro
Materials	Paper, pens (drawing materials), Legos, photo camera, laptop.
Preparation	<p>Preparation time lasted around one week, while writing the scenario, brain-storming and mind mapping. Fixed scenario was made while answering four questions, following four stages:</p> <ol style="list-style-type: none"> 1. Why did father leave home? What were feelings in this stage? 2. The journey to final destination! 3. When family was united 4. What are the plans for the future? <p>Another four weeks were spent drawing the scenario, taking photos and editing stop-motion animation on the laptop.</p>
Duration	The entire process lasted around one and a half months.
Aim of the of the methods/experience	Animation movie started from a need to tell a story. The aim was to transfer the experience and a story of immigrants who came to another country, facing language difficulties, adapting to a new environment and story of their children. Method is a great way to tell the story for those who have language barriers. It creates reliable atmosphere to talk in pictures and creates safe environment to work as a team because they all share the same experience.
Which results can be expected?	This method wakes up creativity and gives enough freedom to express while working in a team. It is very simple and can be applied almost to any situation for children of all ages. Can be used also for any educational purpose. Youngsters could open better and express their feeling while drawing and using technology.
Which difficulties need to be considered?	While making stop motion animation participants need to know a bit more about computer skills and be comfortable using technology. This process is creative so there are no concerns when it comes to creating a scenario and making a story.

Ways of Dissemination Presenting in the organisation, showing it to other peers, parents, and teachers. Presenting in youth exchange and sharing on our webpage.

How could this example be used by others? This method can be used for any educational purposes and can be applied to any way of telling story without using words. It is a creative way and can help express, it also stimulates creativity and helps learning new computer skills.

Further readings

Hyperlinks to videos <https://youtu.be/k1TYrjOB6PY>

EXAMPLE 6: MUSIC WORKSHOP TURNING TABLES



Country Germany

Title Hip Hop Workshop

Organisation name Turning Tables

Author Helen van Ravenstein

Name and description of the method Music workshop

Target group (Group size)	Youngsters between 13 – 18 Group size: 10 persons
Materials	Smartphone; Laptop; Apps to make Beats (for example: iMaschine2; GarageBand; iMPC; BeatMaker 3; Beat Maker Go); Speakers; Microphone.
Preparation	The group leaders should start working on the topics before the workshop begins. Storytelling is a method that can be used to give youngsters the opportunity to talk about personal experiences within the group, thereby creating a basis of trust for the further music production.
Duration	2 complete days or weekly meetings of 2 hours for 10 weeks
Aim of the of the methods/experience	To give young people the opportunity to exchange experiences and learn new artistic and technical skills. The music should be used as platform where the young people are able tell their personal stories. The presentation on stage enhances the self-esteem of the participants, helps them to stand on a stage and to talk about their experiences and feelings. The music is used as an instrument to formulate their wishes and hopes. The method is used to process negative experiences with the help of music and thus acts as a preventative.
Which results can be expected?	<p>Results at the participant level:</p> <ol style="list-style-type: none"> 1. Strengthening self-confidence 2. Building trust between the participants 3. Promotion of creativity 4. Empowerment of participants 5. Promote the musical and creative skills of the participants <p>Material results:</p> <ol style="list-style-type: none"> 1. Songs 2. Beats 3. Videos
Which difficulties need to be considered?	The biggest difficulty is that participants open up and manage to share their story with the other participants. If it appears that a participant does not want to process personal things, one can alternatively search together for a topic that interests the participant but has no personal connection to him. It is important that

the workshop leader takes time individually with the participants to look at topics that can be processed with the music, but this can also happen with other participants if they already know each other and support one another.

The participants should be able to choose the language they would like to sing it, therefore it can be difficult to understand the lyrics and the meaning of the songs. It is therefore advisable to sit down with all participants at the end of the session and to talk about which topics they have taken up and possibly to make a translation.

Ways of Dissemination

The results can be disseminated through social media channels like Facebook.

Furthermore you can upload the results to your institutional website.

As the participants are the creator of beats and songs they themselves will work as multipliers and disseminate the results within their friends and family.

How could this example be used by others?

A creative music workshop can be carried out by various target groups, usually a smartphone is enough to create and record a simple song. It is helpful if some participants already have their first experiences and have already made music, this helps especially newcomers.

Further readings

<https://turningtablesgermany.org/>
